

Special Educational Needs School Information Report 2019/20 “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

Please also refer to our [SEND and Learning policy](#), our [Accessibility Plan](#) and the [Local Offer](#)

How do you teach children or young people with special educational needs and disabilities?

- How do you make sure children or young people with special educational needs can access the curriculum?

Class Teachers and support staff at DSLV's academy closely monitor the progress of all our children, this information will be the first step in identifying if a child may be having some difficulties. If a child is not making as much progress as expected, the class teacher will inform the parents. The class teacher will also share these concerns with the SENCO at Pupil Progress Meetings that are held throughout the year. Other assessments may be used to help make a decision about whether a child has special educational needs such as Speech and Language Assessments and when necessary, we may seek advice from specialist teams and services. We have access to services universally provided by Northamptonshire County Council, which are described on the Local Offer website available here. Parents can raise concerns with their child's form teacher at any time.

At DSLV we want to support all areas of need:

Cognition and Learning Needs (CL)

- this includes children with moderate and severe learning difficulties (MLD and SLD), as well as those with profound and multiple learning difficulties (PMLD). It also includes children with specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction Needs (CI)

- this includes children with SLCN and those with an autism spectrum condition.

Social, Emotional and Mental Health Difficulties (SEMH)

- this includes children who may be withdrawn or isolated, as well as those with challenging behaviour. Behaviours may reflect underlying mental health difficulties, including anxiety or depression. Other children may have been identified as having ADD, ADHD or attachment disorder.

Sensory and/or Physical Needs (PS)

- this may include children with a visual or hearing impairment (VI or HI), or a multi-sensory impairment (MSI). Some children with a physical disability (PD) may require additional support/equipment to ensure that barriers to achievement are removed.

Once pupils have been identified as having SEND they will be registered in one of the a categories and will be provided for.

If a pupil with special educational needs also has looked after child status, we will work alongside carers, social workers and the virtual school to ensure appropriate support.

- How do you change the learning environment to suit learners?

We provide a graduated response to Special Educational Needs. Class Teachers will deliver “quality first” teaching for all pupils in their class, which will be closely matched to the pupils needs and ability. Learning Support Assistants/ Teaching Assistants will, under the direction of the class teacher, support children in their learning through individual, group or class based activities. The support will be outlined in the child’s One Page Profile written by the child with adult support. Class teachers will identify children’s misconceptions or gaps in learning through their marking and assessments and will provide focused small group or individual teaching to address these issues. A short-term programme of targeted support may also be put in place to help children get back on track. If a child is still not progressing at the expected rate, despite these interventions, the child will be added to the SEND register and a group or individual support plan will be put in place for specific intervention. Specific, measurable targets will be put in place, these will be monitored and reviewed regularly. Parents and the child will be involved in discussions and decisions made regarding their provision. If progress continues to be limited, the SENCO, with the permission of the parents, may seek advice from other professionals to decide if more specialist support is required.

We will always adapt the learning environment to enable learners to access the curriculum. For example, if the child has a sensory impairment we will work with specialist agencies to ensure we are doing all we can to make reasonable adjustments so that all learners can learn.

- Do you have a type of special educational needs you have lots of experience with?

DSL’s staff regularly undertake a variety of different training including phonics, speech and language such as signalong as well as medical training. Good practice is frequently shared at staff meetings and the SENCO SEND networks, briefings and conferences to ensure the school receives the most up to date information regarding SEND, this is then disseminated to other staff.

In addition, the school has access to a link Speech and Language Therapist, Educational Psychologists, School Nurse, Occupational Therapist, Sensory Support Service (HI& VI) and the ASD/ADHD team.

What the legislation says...

SEND Code of Practice 2014 4.32: ‘Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’

How do you decide a child or young person has special educational needs or disabilities?

DSLVS criteria for a child being placed on the SEND register:

- Consistently slow or no progress in a core area of learning.
- Significant attainment gap between child and peer group.
- Persistent behaviour or emotional difficulties.
- A diagnosed condition or outside agency involvement protected by the SEND Code of Practice.

- How do you work with families in identifying special educational needs?

Monitoring progress is an integral part of teaching and leadership within The DSLV Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at key points throughout the year, where progress and next steps are discussed. If a learner has an Education Health and Care Plan (EHC plan), the same review conversations take place, but the EHC plan is also formally reviewed annually.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

All learners should have the same opportunity to access extra- curricular activities. At The DSLV Academy we offer a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCO to discuss specific requirements.

All staff at The DSLV E-ACT Academy have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

Break times and lunchtimes are supervised by teachers, teaching assistants as well as midday supervisors so there will always be an adult available that your child knows.

Level or ramp access is available to all areas of the school site. We have a lift to the 1st, 2nd and 3rd floor. Our site is fully wheelchair accessible with wide doors and accessible toilets, The classrooms are quiet, light and open. There are blinds on all windows. There is water available in the corridors.

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SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?

- How do you make sure all learners with special educational needs are making good progress?

Quality first teaching will be provided to all pupils and the class teacher will continually review progress through both formative and summative assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the teaching assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. Alongside the class teacher the senior leadership (SENCO) track the progress of all pupils to ensure good progress is being made.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?

We aim to work in partnership with parents, children and other professionals to provide a program of support which enables child to overcome barriers to learning and reach their full potential.

We have a clear behaviour and anti-bullying policy which are both available on our website – The school has a zero tolerance approach to bullying. The school has small 'Welfare' team who work to support families and children with their emotional, mental and social wellbeing. This includes key workers as well as accessing outside support from other professionals if necessary, such as the school nursing team.

A risk assessment will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis. All staff have completed the Safeguarding and Prevent training.

All Learning Support Assistants and support staff have a current first aid certificate and there is a Lead First Aider who has been trained to a higher level.

A health/medical care plan will be written with parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only staff who have undertaken the 'administration of medicines' training, are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.

If an SEND child is looked after, they come under the care of the trained Designated Teacher and work with virtual school if necessary. Regular meetings are held with the carers, social worker, Designated Teacher, where the well-being of the child is discussed and academic and therapeutic interventions of the child are agreed.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?

The school distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEN, it may be the case that school applies for high needs block funding (top-up), which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan (EHCP) being drawn up.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.'

SEND Code of Practice 2014 4.35: 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?

Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra targeted support in class may be provided and summarized using a one page profile. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the teaching assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. These are reviewed by the pupil as well as school staff. We strongly encourage parents to discuss any questions or concerns they have about their own

What the legislation says...

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SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

How do you support children or young people moving on to their next school or setting?

Every child who joins the school in Reception is offered a home visit before they start the school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special need or disability, the SENCO will liaise with the child's previous setting in order to establish a smooth transition.

Children who join in Yr7, or are moving through the academy into the secondary school, will have the opportunity to visit their new setting for a series of transition days with other students from our feeder schools.

Throughout Year 11, all students meet regularly with the careers advisor. For SEN students, the SENCO meets regularly with the student, the parent and the advisor to ensure the right pathway is chosen into Post 16 education. Careers Fairs are held annually and students get the opportunity to meet and discuss their ambitions and career options with a range of professionals.

Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated within year groups

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

In the first instance we would encourage parents to talk to the class teacher, Form tutor, Head of Year or SENCO to see if the issue can be resolved. However, DSLV does have a formal complaints procedure, a copy of which can be obtained from the school office.

[Concerns and Complaints Policy](#)

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

At The DSLV E-ACT Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENCO: Jo Blaney

Headteacher: Roger Eadon

E-ACT Regional SEND Lead: Alison Quinn

If you think your child may have SEN please speak to their Class Teacher/ Form Tutor or contact Jo Blaney our SENCO on tel: 01327 313400 or email: Joanna.Blaney@e-act.org.uk

Where can I find out more about what support there is for children and young people with SEND in the local area?

If you have specific questions about the Northamptonshire Local Offer please look at the Frequently Asked Questions by clicking [here](#).

Useful links

www.dfe.gov.uk

Educational Psychology Service: Contact Number: 01604 630082

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Education Entitlement Team:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/default.aspx>

Parent Partnership Service:

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

Link to the local authority's local offer.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>