

SEN Information Report, September 2018

Dartmouth Academy is an inclusive all-through school, where all learning is valued: 'Be Your Best Self'. All our learners matter.

Please ring 01803 839717 or email send@dartmouthacademy.org.uk if you would like to ask any questions instead of reading this report.

Dartmouth Academy caters for all pupils from EYFS to Year 11 within the local community whatever their academic ability, with the exception of those young people whose learning needs are so complex that their needs are better met in a specialist setting. Our intake comes from across the South Hams and Torbay.

The definition of Special Educational Needs & Disabilities (SEND) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has

- a) a significantly greater difficulty in learning than the majority of others of the same age; OR
- b) a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Clause 20 Children and Families Act, June 2014)

Overview

1. [How does the school know if pupils need extra help?](#)
2. [What should I do if I think my child may have special educational needs?](#)
3. [How will I know how my child is making progress?](#)
4. [How will the curriculum be matched to my child's needs?](#)
5. [What support will there be for my child's overall well-being?](#)
6. [What specialist services are available within, or accessible to the school?](#)
7. [What training is available to staff supporting pupils with SEND?](#)
8. [How will I be involved in making decisions about and planning for my child's education?](#)
9. [How will my child be included in activities outside the classroom, including school trips?](#)
10. [How accessible is the school environment?](#)
11. [How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?](#)
12. [How are the school's resources allocated?](#)
13. [How is the decision made about how my child will receive support?](#)

Overview

The Academy's SENDCo is Jane Blumer (BA Hons, PGCSE, PGDip, National SENDCo Award). She works in a cross-MAT role within Learning Support for pupils with additional needs alongside an Assistant SENDCo, Katie Lobb, and a team of skilled Learning Support Assistants (LSAs) from EYFS up to Year 11.

As an Academy, we use a range of data, observations and assessments to identify pupils who we feel may have additional learning needs. These may include literacy difficulties such as dyslexia, spelling difficulties, and processing speed. In addition to this some pupils may have more complex needs and need a more comprehensive process of assessments. All additional needs fall under the four categories of need, although many pupils will have needs from more than one area

- Cognition and learning (including specific learning difficulties such as dyslexia)
- Social, Mental & Emotional Health
- Communication & Interaction Provision (including speech & language and needs on the autistic spectrum)
- Physical and sensory

The Academy produces a Special Educational Needs policy which set out information about the Academy's procedures for making provision for pupils with special educational needs whether or not pupils have EHC Plans (see the Academy website). A link can also be found to Devon's local offer and the provision which is available at Dartmouth Academy.

At Primary level, pupils are taught by one teacher with usually one LSA allocated where there is significant additional educational need. As far as possible, we maintain this consistency across the year and, where appropriate, the same LSA moves with the group to the next year. At Secondary level, Dartmouth Academy teaches all subjects, with the exception of mathematics, in mixed ability teaching groups at KS3, and for all option subjects (i.e. all subjects apart from English, mathematics and sciences) at KS4. The majority of provision for any pupil including those with additional needs is therefore provided by quality first teaching, which is provided by the classroom teacher. For some pupils, this will be supported by a LSA; others may use assistive technology. The types of provisions that pupils can expect within the classroom fall under our universal provision on our provision maps. Progress is reported using the whole Academy reporting system.

Pupils who are not making the expected progress due to a learning need may be invited onto an intervention programme. At this point a letter would be sent home providing information and requesting permission, and the pupil would be recorded as having SEN support.

Pupils who have complex needs may require a much higher input of specialist support. The Academy may apply for additional funding from the local authority and in addition may request a statutory assessment which can lead to an Education, Health and Care plan (EHCP).

Pupils who have an EHCP, and some pupils with complex learning needs, are monitored by the Assistant SENDCo who regularly meets the pupil and parents/carers to set and review short term targets and give feedback from subject specialists. This is an additional point of contact for both pupils and parents/carers, to ensure regular communication and to quickly address any issues. If additional advice is required, the relevant agency is contacted, for example educational psychology, school nurse, or advisory teachers.

Within the Academy we have a completely inclusive community with all pupils being encouraged to take part in trips, activities, clubs and residential wherever possible. Pupils with additional learning needs

are encouraged to participate fully in Academy life and as such we have pupils with SEND on the school council, taking major roles in house activities and representing the Academy in various activities and events. All pupils follow a high quality PSHE curriculum and have access to pastoral support if needed which is tailored to meet the needs of an individual.

Pupils joining us at EYFS and Primary-age children join fully inclusive classes with high levels of small-group intervention and additional staffing. Catch-up sessions are provided for phonics and maths while social development and language needs are also addressed.

At the Secondary Phase, we work together across our Multi Academy Trust (MAT), Education South West, and with other feeder primary schools, as well as post-16 providers, to ensure a smooth transition between phases. All of our new pupils enjoy a Year 6 transition package and some pupils who have additional learning needs have extra visits as part of an enhanced transition programme. This may include familiarising themselves with the layout and timings of the Academy, taster lessons or meeting key members of staff. Our aim is to ensure that all our new pupils join us feeling confident and happy, ready for the challenge of making new friends and achieving academic excellence.

If parents/carers have concerns regarding their child's special educational needs, they would in the first instance contact the SENDCo. If the issue could not be resolved, the SEN governor (Ginny Campbell) could then be involved.

Please do ring or email to discuss any aspect of SEND:

send@dartmouthacademy.org.uk or 01803 839717

FAQ

1. How does the school know if pupils need extra help?

- a) At Primary level, from regular assessments and individual monitoring including SATs preparation in Year 2 and Year 6. There is ongoing teacher assessment from Nursery+ and end of term assessments are also used.
- b) At Secondary level, through information gathered from the Primary schools during the Year 5 transfer reviews and the Year 6 EHCP reviews prior to the transfer to Dartmouth Academy as well as throughout pupils' time at the Academy.
 - Screening for reading and spelling beginning in the autumn term of Year 7 & reviewed annually.
 - Observations in class
 - Teacher feedback
 - Parental concerns
 - Pupil concerns
 - Tutor and Pupil Achievement Manager (SAM) concerns
 - Concerns from other staff such as the Pastoral Team, Parent Support Advisor or LSAs.
 - Input from external professionals such as paediatricians, the autism assessment team, educational psychologists, occupational therapists, etc.

2. What should I do if I think my child may have special educational needs?

In the first instance contact the Special Educational Needs and Disability Coordinator (SENDCo) Jane Blumer (jane.blumer@dartmouthacademy.org.uk) or Katie Lobb, Assistant SENDCO (katie.lobb@dartmouthacademy.org.uk)

What provision is there for pupils with special educational needs?

Teaching staff will support pupils at a level appropriate to their needs through effective differentiation in the classroom (Quality First Teaching). This is constantly reviewed as the child develops and makes progress.

Pupils requiring more specific intervention to access the curriculum may be supported in a range of ways, for example

- Individual or small group literacy and numeracy programmes
- Individual or small group social and emotional development programmes
- Shared in-class support from a LSA
- Individual programmes to meet specific needs

3. How will I know how my child is making progress?

As a parent/carer you will receive:

- Academy reports (SuccessTracker) four times a year.
- Parents' evenings
- Communication via the Home-School Reading Diary (Primary) and pupil planner (Secondary)
- Information about rewards and sanctions

In addition you may also be involved in:

- Annual Review or Transfer review meetings (held for identified high needs pupils – you will be informed if your child is included within this category), which includes opportunities for the views of parents/carers and the child
- IEP reviews
- Home contact book
- Information from specific intervention programmes in end of year intervention reports.

At any time you may contact your child's Tutor, SAM or the SENDCo for further information.

How do I know what progress my child should be making?

All teachers are aware of every pupil's starting point at the end of EYFS, Key Stage 1, Key Stage 2, and are aware of the rate of progress we expect each child to make whilst at Dartmouth Academy each year,

and over both the Primary and Secondary phase. Progress can vary in each year, but the overall progress over the 12-13 years is tracked carefully to ensure every child makes the best possible progress for them in preparation for life beyond Dartmouth Academy. We have high aspirations for all pupils.

4. How will the curriculum be matched to my child's needs?

This is done on an individual basis where the need is identified for a pupil to have a more personalised curriculum.

The vast majority of pupils follow the same curriculum as their peers, perhaps with minor adjustments to allow time for tailored literacy tuition, social skills or support for mental health. Each teacher should display 'Quality First Teaching'. Teachers are expected to support pupils by differentiating the lesson content to meet the needs of all. Where pupils have complex needs, teachers are supported by the inclusion team either in class or through advisory strategies and adapted resources.

Additional provision can involve Thrive-style learning, small-group ACE lessons to cover social learning for pupils in Year 6 and up, literacy intervention using the Lexia programme, ReadWriteInc lessons or 1:1 phonics (ReadingRecovery, precision teaching, Sounds~Write as appropriate). Physiotherapy routines are incorporated into tutorial time where needed and on a rare basis some pupils may follow a short period of a reduced timetable on Annex R (subject to permission from Devon and under strict review within 4 weeks or less).

5. What support will there be for my child's overall well-being?

All pupils are supported through the Pastoral System. At Primary, pupils work closely with their class teacher who is in regular contact with parents. At Secondary, each pupil has a Tutor who usually takes them through the 5 years in the KS3/4 phase. Weekly meetings are led by the SAM with Heads of Houses. At these meetings pupils who are of concern for academic and/or emotional issues will be discussed and appropriate interventions identified. These pupils are then carefully monitored. We adopt a graduated response in all situations.

Some pupils with SEND may have a key worker, usually a LSA, who offers support with organisation, emotional needs and liaises with the SENDCo and Assistant SENDCo. Others may receive support from the SAM – we match support to individual needs. The Additional Support team also have a weekly meeting where pupils concerns are raised and teaching staff receive input via briefing scenarios of typical situations for our learners across all Key Stages both for appreciation of the difficulties that they may face or strategies that staff might employ to support learning as fully as possible.

All pupils who are identified with concerns about their well-being are offered appropriate interventions as part of the graduated response. This may include school-based interventions as well as referral via Right For Children to the Early Help system which may include:

- Support from the Student Achievement Managers & Parent Support Advisor
- Clubs and Learning Cafe
- Lunchtime intervention & subject support
- Careers advice including input from CSW
- Support from other agencies, as appropriate – School Nurse, Communication & Interaction Team, Educational Psychologist, Speech & Language Therapist, Paediatricians, etc.

- Inspire school for additional curriculum support
- Access to the Sensory Room, by appointment
- Rewards (see Behaviour for Learning policy)

First Aid

Dartmouth Academy is mindful of the need to safeguard the well-being of all pupils and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Site Supervisor Dave Pound oversees all first aid issues within Academy and any medications given are logged.

Pupils with medical conditions

Pupils with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the parent/carers and other health professionals as necessary (this may be supplemented with an Intimate Care Plan). This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity or off-site learning.

Safeguarding

If we have any concerns that a pupil is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The safeguarding officers for Dartmouth Academy are Matthew Bindon (Deputy Principal – Pupil Welfare, Behaviour & Personal Development), Bonnie Chivers (Head of Primary) and Jane Newland (Parent Support Advisor).

6. What Specialist services are available within, or accessible to the school?

Academy based:

- SENDCo & Assistant SENDCo
- LSA team including specialist practitioners for Thrive-style learning, Sounds~Write, Reading Recovery and numeracy.

The LSA team has a wide range of experience and training in working with pupils with Cognition and learning needs, Physical and sensory needs, Speech, language, communication and interaction needs (including Autism) and Social and emotional health needs.

There is also specialist EAL provision from a 1:1 dedicated teacher, although EAL is not part of SEND.

External services:

- Educational Psychology
- Specialist Advisory Teachers

- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- School Nurse
- Behaviour Support Team
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Bereavement Counselling
- Careers South West
- SENDIAS
- Communication & Interaction Team
- Speech & Language Therapy
- Family Intervention Team
- Family Advice Support Team

We also have access to a MAT-wide assessor for Access Arrangements at KS2 and KS4.

7. What training is available to staff supporting pupils with SEND?

Training for teaching pupils with Special Educational Needs is considered essential. There is an on-going programme of whole-school training in teaching and supporting pupils including,

- Specific Learning Difficulties
- Autism
- Hearing impairment
- Visual impairment
- EAL
- Sensory support
- Specific medical conditions training eg Diabetes

In addition there is regular training in

- Child Protection (Safeguarding)
- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Disability Awareness
- Teaching & Learning
- Behaviour for Learning

Individual members of the inclusion and pastoral teams:

- ELSA (emotional literacy support)
- Attachment-based mentoring
- Anger management
- Diagnostic assessment
- Sounds~Write literacy programme
- Boxall profiling for social development
- AQA Unit Awards

Staff receive fortnightly SEND scenarios to discuss; the SENDCo is part of the Teaching & Learning team to integrate SEND at a meaningful level across professional development, in line with our inclusive ethos; and there are stand-alone training events according to pupil need. This has previously covered attachment-based mentoring, phonics, Circle of Adults and future plans will expand on this.

8. How will I be involved in making decisions about and planning for my child's education?

Parents know their children best and it is important that all professionals listen and understand when parents express concern about their child's development. Dartmouth Academy use the Devon Right For Children database as an appropriate person-centred approach to put their child or young person and their family at the heart of planning and reviewing provision. You are also invited to contact the SENDCo at any point if you have concerns about your child's educational needs.

Parent/carer voice is a vital part of the IEP – what is the key thing you want staff to know about your child? Instead of waiting for Parents' Evening, what do you want to tell us? All IEPs are written in conjunction with parents as well as learners and shared with home for ongoing discussion and review to record all relevant, up-to-date information, targets, strategies and other reasonable adjustments.

In addition to the opportunities listed above, (answer 4) there are many other occasions to be involved in your child's education at Dartmouth Academy.

- Academy Open Evenings/Mornings
- Parents' evenings
- Expectations evenings
- Skills for Learning Events
- Year 8 Options Evening
- Presentation evenings

We do encourage parents to be involved in their children's education and hope parents will contact us if they have concerns. Similarly teachers will contact parents to address issues promptly.

Please call or email the SENDCo if you would like to discuss any SEND concerns about your child: send@dartmouthacademy.org.uk or 01803 839717

9. How will my child be included in activities outside the classroom, including school trips?

As stated in our aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion. If you have any concerns about provision or support for your child, please contact the SENDCo or Assistant SENDCo as soon as possible.

10. How accessible is the school environment?

As an Academy, we have worked with outside agencies to improve accessibility. All areas on-site are accessible to those with mobility difficulties and if necessary we will adjust timetables to ensure children have full access to their curriculum. We also bear in mind sensory needs in terms of rooming as well as with the specialist Sensory Room for individual use on a case-by-case basis.

11. How will the school support my child through transition, both to the school in EFYS, Year 7 and from the school in Year 11?

We gather a lot of information about your child for the best possible preparation for them joining Dartmouth Academy. Depending on the phase in which your child joins us, this might be from nursery, EYFS, Primary, Secondary or any other agencies involved. At Primary, this is usually in EYFS; for Secondary, this is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 5. In addition to the usual induction day for all pupils, vulnerable pupils (not necessarily all children with SEN) are invited to extra days in the Academy to familiarise themselves with their new surroundings and to take part in a tailored transition programme including holiday visits to refamiliarise themselves with the site before the start of the school year.

Your child's Individual Education Plan (IEP) is also an important document to help pupils move from one year to the next, and from one phase to the next. In discussion with parents and pupils, and with input from relevant professionals, this maintains current, relevant targets and strategies for class teachers, support staff and cover staff. Watch IEPs are reviewed at least annually; pupils at SEND Support with EHCPs or diagnosed additional needs or disabilities will be reviewed at least termly. In this way, information remains up-to-date and is retained from one year into the next. New pupils receive IEPs when they join the Academy (at the start of the term or mid-term if joining in-year) with parents invited to meet the SENDCo to review it within the first few weeks of term.

As a school, Dartmouth Academy has excellent links with all the local Post-16 providers, and has a strong tradition of supporting pupils to find the most appropriate course following GCSE success at the end of Year 11. As pupils progress through the Academy they are given a lot of support from the Careers Advisors, who will personalise support. Some pupils have individual transition programmes.

12. How are the school's resources allocated?

As a school we have an inclusion team, led by the Special Educational Needs and Disability Coordinator, (SENDCo), Jane Blumer. Within this team are an Assistant SENDCo, and a number of LSAs (this number varies, depending on the number of pupils identified with high needs or with Education Health and Care Plans). Allocation of LSA support is done on a 'need' basis. We try not to allocate LSAs to individual pupils as we want to encourage the independence of our pupils; this allocation will also depend on the nature of planned activities and needs of learners.

13. How is the decision made about how my child will receive support?

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs pupils discussed with parents at Annual Reviews and IEP reviews. Where a pupil makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEN Register. When significant changes to provision occur, parents are automatically involved.

When pupils are removed from the SEND register, they are placed onto the Watch-Out List with a retained IEP, reviewed annually rather than termly. This ensures that key messages are still in place for all staff working with learners. Other learners may be on the Watch-Out List with no diagnosed SEND: as the name suggests, it is to alert staff to individual needs which will of course vary from one pupil to another. Reasons for being added to the WOL might include a temporary medical condition, a pattern of difficulties which does not lead to a diagnosis of SEND, literacy needs or any other reason which might mean that staff need to be more aware of individual needs with specific, personalised targets. If you wish to discuss your son/daughter being added to the Watch-Out List, please contact either the SENDCo or Assistant SENDCo for discussion.

Jane Blumer, September 2018