

## Dover Christ Church Academy SEND Information Report 2018 -2019

### Introduction

Welcome to our SEND Information Report, which is part of the Kent Local Authority's Offer for learners with Special Educational Needs and Disabilities.

- The Trustees have a legal duty to publish information on their website and this is to be updated annually. The information required is set out in the Code of Practice. regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

At Dover Christ Church Academy, we are committed to working together with all members of our school community and wider professional organisations. We are committed to being an inclusive school. We have tried to make this report accessible for all and would welcome any feedback you may have. If you have any questions about the Kent Local Authority's Offer, please refer to the local authority website or click on this link:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

If you have any questions about SEND or the information included in this report, you can contact the school and request to speak to:

SENDCo – Mr Hunt

Head teacher – Mr J McLean

Trustees linked to SEND – Mrs S Parkin

### What are special educational needs or a disability?

At our academy we use the definition for SEND and for disability from the SEN Code of Practice (2014). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
  - ❖ A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**
  - ❖ Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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

Dover Christ Church Academy is an inclusive school and welcomes pupils with a variety of needs. Current figures show approximately 38% of pupils have some form of learning need or disability. The needs fall into four categories:

- Cognition and learning (e.g. moderate learning difficulties, dyslexia)
- Communication and interaction (e.g. elective mutism, ASD)
- Physical and sensory impairment (e.g. hydrocephalus, epilepsy, visual impairment)
- Social, emotional and mental health (e.g. depression, ADHD)

### **The academy's policies for the identification and assessment of pupils with special educational needs.**

Baseline information is provided by appropriate national reading, spelling and mathematical skills assessments:

- Primary school or previous school records
- Current attainment data –based on national standardised assessments
- Parental/guardian information
- Information from pupils themselves
- Information from staff
- Information from other professional bodies

All of the above information is analysed by key members of staff across the school. Pupils causing concern are referred to the SENDCo. The SENDCo collates all the information and makes recommendations on how to proceed. Recommendations can include referral to other professional bodies (such as Speech and Language Therapy or Educational Psychology) for further assessment if the need is significant.

### **We know when a pupil needs help if:**

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole academy tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

### **What should a parent do if it thinks their child may have additional educational needs?**

- If parents/guardians have concerns relating to their child's learning or inclusion then please discuss these with the academy's SENCo, Mr D Hunt, whose contact details are [huntd@dccacademy.org.uk](mailto:huntd@dccacademy.org.uk). The contact number is 01304 820 156.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the academy.

**Information about the academy's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:**

**a) How the academy evaluates the effectiveness of its provision for such pupils:**

- Sharing, monitoring and evaluating academic data
- Internal strategic planning meetings
- Evaluation of provision plans/ISPs.
- Using the 'Assess, Plan, Do, Review' model as outlined in the Code of Practice

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

Underpinning ALL our provision in our academy is the graduated approach cycle of Assess, Plan, Do, Review. Pupil Progress meetings provide regular opportunities for the subject teachers, teaching assistants and members of the Senior Leadership Team including the SENDCo to review progress. Learning Walks and Classroom observations also provide opportunities for further evaluation and guidance. Individual Provision Plans/SEND pupil passports are reviewed with parents, staff and pupils and any necessary adjustments are planned and implemented. Careful analysis of pupil progress data is reviewed after each internal tracking point.

**c) The school's approach to teaching pupils with special educational needs:**

Dover Christ Church Academy puts pupils at the heart of its work – their progress, attainment, aspirations and needs. Teachers are committed to inclusion, Quality First Teaching, differentiation according to need and having high aspirations for its pupils, particularly those with SEND. For most subjects, pupils are placed in ability sets.

**d) How the school adapts the curriculum and learning environment for pupils with special educational needs:**

All subject teachers evaluate their own teaching and make changes and adapt planning wherever they feel it is necessary. The academy makes all possible efforts to make reasonable adjustments to the academy's environment to meet the needs of pupils with additional needs. Faculties, differentiated texts and type of work/activities, incorporating a variety of teaching and learning styles to adapt to the learner. Reasonable adjustments are made for pupils with physical or sensory impairments.

**e) Additional support for learning that is available to pupils with special educational needs:**

The Trustees ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the school SEND policy. Top Up Funding (High Needs Funding) is available on application from the Local Authority. High Needs Funding is requested for pupils who have the most significant needs and require support to enable them to access mainstream provision successfully.

**f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs:**

The academy has a strong ethos which has inclusivity at its heart. SEND pupils are expected to participate as fully as they are able in academy life. They are not excluded from any activity unless participation is deemed inappropriate. The academy endeavours to meet its Public Sector responsibilities under the Equality Act 2010 Reasonable adjustments are made for all pupils, which would be reviewed through a personalised risk assessment.

**g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs:**

In line with our inclusive ethos we endeavour to ensure that pupils receive the appropriate level of support to meet their specific needs and are given opportunities to develop self-confidence and grow as individuals. Examples include:

- Learning Support Centre – access is available to students before, during and after school. If appropriate students can be timetabled in to the LSC to complete their learning.
- Nurture vertical tutor group – available to students with high levels of anxiety
- Teaching through the Citizenship curriculum
- 1-2-1 mentoring sessions
- Group work
- Social skills groups
- Art therapy
- ASD, After school club
- Anger-management sessions
- Lego therapy – via SALT
- SALT sessions – with Speech and Language Therapists
- Social stories and comic strip conversations
- Self-esteem groups
- Referral to CYPMHS - Children and Young People's Mental Health Service.
- Referral to child and family services – Early Help/ Social Services
- Peer Reading Ambassadors
- Well Being Mentor sessions
- Woodpecker Court – off site forest school
- On site Forest School
- Occupational Therapist sessions
- Physiotherapist sessions

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:**

- The SENDCo has the achieved National Qualification. Additional expert staff include – Learning Support Centre (nurture) manager, Assistant SENCo, SEN Administrator, TAs supporting literacy and numeracy interventions, in-class TA support - A mentor supporting pupils with ADHD, ASD and communication difficulties - A practitioner supporting pupils with social and emotional difficulties. Trained TAs provide Personal Care, deliver OT/Physio programmes and Speech/Language interventions.
- In addition, all staff receive additional training in SEND pupil requirements- a SEND handbook and additional resources are available.
- Additional external expertise can be accessed and examples of such external support include:
  - ♣ Speech and language therapy
  - ♣ Educational psychologists
  - ♣ Health care professionals – OTs and Physiotherapists
  - ♣ CYPMHS

**Information about how equipment and facilities to support children and young people with special educational needs will be secured:**

Specialist equipment will be provided to enable pupils to maintain access to all aspects of the curriculum. Equipment will be sought to support pupils with visual impairment and hearing impairment. Adaptations to the learning environment will be made where reasonably possible. The school will strive to meet its obligations under the Equality Act 2010.

**The arrangements for consulting parents/guardians of children with special educational needs about, and involving such parents in, the education of their child:**

The school consults with parents of and pupils with SEND using the same communication routes as for all of the academy community. These include:

- Parents evening
- Phone calls, letters and emails
- Progress Reports
- Face-to-face meetings
- Parent forums

Parents/guardians of pupils with Special Educational Needs are also involved in the construction of appropriate programmes of support and are encouraged to provide additional learning opportunities in the home.

For pupils with additional needs, or where there are significant concerns, the school may also organise regular meetings. Where any extra provision is provided, parents/guardians and pupils will be informed and be part of the decision making process before it begins. Those pupils will also be in receipt of a Pupil Passport are reviewed regularly.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education:**

Where reasonable and appropriate pupils will be involved in the co-construction of their programmes of support. Clear targets will be established and pathways forward agreed with the pupil. The pupil will also participate in self review and teacher reviews of their progress.

**Any arrangements made by the Trustees or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the academy:**

In the first instance parents should contact the SENDCo, and raise any concerns regarding the provision of SEND support provided for their child. If the concern remains unresolved it will be further referred to the Assistant Head Teacher. Thereafter a formal complaint may be considered using the school's published Complaints Procedures – available on the academy's website or from the administration office.

**How the Trustees involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:**

The academy acknowledges and respects the effectiveness of working collaboratively with other professionals who are already working with pupils. When they contact the academy, meetings are arranged and held regularly. The academy may commission further assessments from educational psychologists, speech and language therapist's, if a child presents with significant learning difficulties. If there is a safeguarding concern, the safeguarding officer will refer to child and family services. The school may begin a EHA (Early Help Assessment) and request involvement using that process.

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32:**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk)

<http://www.kent.gov.uk/kpps>

**The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living:**

The academy's primary transition co-ordinator gathers information from primary schools. SEND information is passed to the SENDCo. The SENDCo contacts the primary school to formulate transition plans, where necessary. Plans include:

- Taster visits and tours
- Extra transition days
- SENDCo attendance at transition reviews
- Attend DCCA's Summer School

Post-16 transition is supported with whole school activities. Beyond this, the SENDCo provides colleges with all relevant information once pupils have made their post-16 choices.

Post-16 Pupils with SEND are support by:

- Supporting the completion of application forms
- Speaking to parents/carers and colleges on behalf of the pupil – arrange taster days

The school arranges transition reviews for pupils with EHCPs and invites post-16 providers to attend.

**Information on where the local authority's local offer is published:**

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents/guardians without internet access should make an appointment with the SENCO for support to gain the information they require.