

## DCCA SEN Information Report

### **How does the academy know if students need extra help and what should I do if I think my child may have special educational needs?**

Students with SEN are identified and their needs determined through one or more of the following routes:

- Talking with previous schools and getting information from them
- Monitoring students' progress
- Carrying out assessments of need
- Teacher observations
- Discussion with students, parents or others who know the student

Parents can contact the school by telephone, email or make an appointment to discuss special educational needs.

### **How will the school support my child/ young person?**

All teachers are teachers of students with special educational needs. Teachers help all their students to learn. Some classes may have a learning support assistant who helps all students to access the curriculum.

Some students with a high level of special educational needs may be allocated a school key worker from the pastoral team. This person monitors progress and supports inclusion and communication between the student, teachers and parents.

Some students with a high level of special educational needs may be included in small group lessons to help them to develop key skills.

The SENCo will inform parents of any school based support for special educational needs that is given to their child.

The school tracks the performance of all students and is supported by the Governing Body to ensure that all students are safe and progress with learning.

### **How will the curriculum be matched to my child's needs?**

All teachers are teachers of students with special educational needs. Teachers promote learning in ways that meet the particular requirements of their students. Leaders at the academy develop a curriculum to meet the needs of the students.

## **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

The academy reports progress in all subjects. Parents receive a progress report with advice from each teacher about what their child needs to do to improve.

There is a Parents Evening each year for parents, teachers and the students' Head of House to meet and discuss how well your child is doing.

In year 7 there are planned opportunities for parents to come into school and review how their child is settling in. This information is also provided in writing. There is also a planned opportunity for parents to meet their child's tutor.

In addition to this, teachers and parents can communicate using the students' planner. Where there are concerns these can be discussed by email, telephone and sometimes in person.

Students with statements of SEN or Education health and Care Plans will have a formal Annual Review meeting with key staff from the school including the SENCo.

## **What support will there be for my child's overall wellbeing?**

Each child will be part of a tutor group with other students and a teacher who acts as their mentor. The tutor group contains students from the same year group, who support each other. The tutor programme supports students to develop socially and morally and contributes to their development as a citizen. Each tutor group is part of one of four houses. Each house has a Head of House who supports students and discusses issues, including behaviour and attendance, with parents and teachers.

At post 16 students are part of a tutor group with a tutor. There is also a Head of Post 16 (Mr S Bing) who supports post 16 students' wellbeing.

There are qualified first aiders on duty during the school day. Dover Christ Church Academy aims to ensure that all students with medical conditions, both physical and mental health, are properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential. Arrangements will be put in place by the school that will promote learning, confidence and independence, including self-care. Some students have individual care plans.

Students can express their views through the student council directly, through a student representative or they can contact members of the SLT directly. The academy actively seeks the opinions of our students.

## **What specialist services and expertise are available at or accessed by the education setting?**

Dover Christ Church Academy does not have specialist services to meet special educational needs. As required, the school works with external services that include:

- Educational Psychologists
- CAMHS
- STS (Specialist Teaching Service)
- School nurse

## **What training are the staff supporting children and young people with SEND had or are having?**

Classes are taught by qualified teachers who are specialists in their subject areas. Teachers are informed of students' needs and provided with some key strategies to meet them. Teachers have not had specialist SEN training. Some teachers have and will receive training specific to the needs of students in their classroom provided by external experts.

Learning Support Assistants (LSAs) may be deployed to support learning in some classes. LSAs have received training in understanding and meeting specific needs to enable access to the curriculum and to support learning.

## **How will my child be included in activities outside the classroom including school trips?**

Dover Christ Church Academy aims to ensure that all students are properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential. Where it is reasonable to do so the school will make adjustments and provide support to ensure students with SEND are included in activities and trips. Inclusion and meeting additional needs is part of the planning procedures for trips and activities. All students have equal access to trips and activities. However, students with SEND may not be able to access every trip, even with reasonable adjustments in place, due to the nature of the trip itself.

## **How accessible is the academy?**

The school was built to comply with the Disability Discrimination Act. The school has a sloping central street and is based over 3 floors. A lift connects the floors. There are toilets for disabled users on each floor. There are disabled parking spaces. There are no other special adaptations to the building to support vision or hearing difficulties. Where specialist equipment is required this is discussed with the Local Authority and occupational therapists as required.

## **How will the academy prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?**

All schools/academies have a duty to support students to make the transition to the next stage in education and towards adulthood. This is a feature of the planning discussed at the annual reviews for students with statements of SEN or Education Health and Care Plans.

All schools/academies provide students with independent advice and guidance.

### **Moving schools**

Students with statements of SEN or Education Health and Care Plans will already be known to the school as the Local Authority will have consulted the school about the placement. When any student's place at Dover Christ Church Academy is confirmed by Kent County Council admissions team the school will discuss the needs of the students with their current schools. Where the current school indicates SEN needs this information will be passed on to teachers.

When moving from year 6 to year 7 the primary schools let us know if any student has a high level of additional need. These children will be included in a thorough plan to support them to make a successful transition to Dover Christ Church Academy. This typically involves visits to the school and a transfer of information between staff. Parents can help by providing copies of any SEN or medical documentation they hold.

### **Going into Key Stage 4**

Parents of year 8 students are invited to an options evening to discuss curriculum choices for year 9, 10 and 11.

### **Moving to post-16 education**

The school works in partnership with agencies Connections, commissioned by the Local Authority to support successful progression to post-16 education.

In post 16 education at Dover Christ Church Academy the Head of Post 16 (Mr S Bing) supports all students with academic study skills as well as those with additional needs with the support of the SENCo (Mr D Hunt). As part of transition, the Head of Post 16 will meet one to one with students with additional learning needs as well as liaising with the SENCo to ensure that teaching staff are aware of how to best to support a student in the classroom. Transition for year 11 students starts early and meetings take place with students and/or parents where specific needs have to be met. The Head of Post 16 also works with previous schools to ensure information regarding access arrangements is in place.

### **How are the academy's resources allocated and matched to students' special educational needs?**

The student's level of need determines what resources are allocated. Allocation of resources must be compatible with the education of others. Funding is not unlimited! Resources are allocated in a cost effective way to provide value for money. The SENCo has the strategic overview of and works with the senior leadership team (SLT), faculty leaders and other colleagues to ensure resources are allocated do that students make progress.

All teachers are teachers of students with special educational needs. Teachers help all their students to learn.

Some students who are not making progress across the curriculum are allocated a learning Mentor from their house to support them to improve.

The school tracks the performance of all students and is supported by the Governing Body to

### **How is the decision made about what type and how much support my child will receive?**

All teachers are teachers of students with special educational needs. Teachers help all their students to learn. The academy believes that students should be in classes receiving direct input from their teachers where ever possible. This means that students are not frequently withdrawn for extra sessions and Learning Support Assistants (LSAs) are not allocated to every class.

The student's level of need determines what support allocated. The SENCo has the strategic overview of this and works with the senior leadership team (SLT), Faculty leaders and other colleagues to ensure resources are allocated do that students make progress.

Some students who are not making progress across the curriculum are allocated a learning Mentor to support them to improve.

The school tracks the performance of all students and is supported by the Governing Body to ensure that all students are safe and progress with learning.

### **How are parents involved in the academy? How can I be involved?**

There are many opportunities for parents to be involved in supporting the academy. We understand that when your child starts a new school it can be a stressful time for parents. The table below details opportunities for parents to engage with the academy on a regular basis. The academy calendar and bulletin contains the details.

DCCA has a PTA that welcomes support from parents to be able to support the academy with a wide range of events and fund raising.

### **Opportunities for Parental Engagement – add dates of Parents evenings/ PTA meeting and events –etc**

Parent Evening are evenings when parents will discuss the progress their child is making with their subject teachers.

Post-16 Parents can also meet with the Head of Post 16 to discuss the following topics:

- UCAS applications
- Tracking progress
- Higher Education
- Staying on track

- Preparing for exams
- Results day