

## SEND Information Report

Name of School: Don Valley Academy

Date of Report September 2019

The kinds of special educational needs that are provided for in school

The Code of Practice (Special Educational Needs) defines special educational needs in the following way;

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational needs provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **Has significantly greater difficulty in learning than the majority of children the same age, or**
- **Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.**

**For children aged two or more, special educational provision is educational or training provision that is additional to or different from that generally made for other children**

Students who have a disability but do not have SEN support are covered by the Equality Act 2010. Some students may have Individual Healthcare Plans.

The Academy caters for a wide range of special educational needs including cognition and learning needs, social, emotional and mental health difficulties, communication and interaction needs and sensory/physical needs.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

SENCo: Ms J Nicholls

Head teacher/ Principal: Mrs H Thornton

Chair of Governing Body: Mr Anthony Long

Policies for identifying children and young people with SEN and assessing their needs

Please also see;

SEND Policy

Accessibility Policy

Link to 'Local Offer'

Arrangements for consulting parents of children with SEN and involving them in their child's education

The school works closely with primary schools to identify students with SEN to ensure that appropriate provision is in place for the beginning of year 7. The SENCo will attend progress meetings in Y6 which should provide an opportunity for parents to meet with and discuss and questions and concerns with the SENCo.

If we believe that your child has SEN you will have the opportunity to attend three progress meetings during the academic year. You will also have the opportunity to contribute to a SEN Support plan for your child. Additional meetings with the SENCo can be requested at any time. Students who are identified as SEN will receive a comprehensive plan which will be shared with all parties, including the student, parents, multi-agency representatives and subject teachers. This plan will be updated termly and provision will be evaluated and reviewed accordingly.

Arrangements for consulting young people with SEN and involving them in their education

Your child will be involved and consulted through their contribution to the SEN Support plan. This plan will be updated three times a year. The school also conducts pupil voice interviews with students when reviewing their support. Students are asked to contribute to a one page profile which is then shared with class teachers. Students who have a statement or an EHC Plan will be invited the Annual Reviews of these plans.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

The schools regularly collects data from all subject teachers to identify students' progress towards outcomes. The SENCo uses this data to identify and review progress of students who are identified as having a special educational need, this information will then inform Annual Review and SEN Support plan discussions. The school will also consider the following possible indicators of SEN when reviewing the progress of all students (as recommended by the Code of Practice);

- Progress which is significantly slower than that of their peers starting from the same baseline.
- Progress which fails to match or better the student's previous rate of progress.
- Progress which fails to close the attainment gap between the student and their peers.
- Progress which widens the attainment gap.

Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether or not the students would benefit from being placed at the 'SEN Support' stage on the special educational needs register.

The school uses reading age data to identify students who may require reading intervention. The school also has access to dyslexia and dyscalculia screening programmes. If the SENCo believes that a referral to Educational Psychology may be necessary then parental consent will be sought.

Progress data is shared with parents both through the school's reporting cycle and as part of SEN Support meetings.

Arrangements for supporting children and young people in moving 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

Don Valley Academy works closely with feeder primary schools to identify students who are likely to require additional support. This allows us to ensure that appropriate interventions and arrangements are in place when students first arrive at the Academy. The Academy also works closely with other Post 16 providers to ensure that relevant information is transferred in order for students to make a successful transition in the next phase of their education.

#### Approach to teaching children and young people with SEN

The SENCo and the SEND team support teaching staff to effectively meet students' needs within mainstream lessons. Some students require more intensive support and may follow a differentiated timetable to ensure that they are able to gain essential skills to enable them to access the wider curriculum. You will be informed if we feel that this is appropriate for your child. This decision will be made after gathering a variety of test data upon entry to the school.

The school runs a number of successful interventions including the Ruth Miskin Fresh Start Phonics programme. In years ten and eleven students may be granted 'access arrangements' (scribe, reader, extra time, separate room) in public examinations. The school will work closely with the Educational Psychologist when selecting students who may require this support.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Staff receive training around how the learning environment affects certain SEN, for example autism. Staff have access to a range of information about students to help them to make reasonable adjustments within the classroom and meet individual student's needs. The school provides access to lifts/specialised toilets. The school provides alternative areas for students to

eat at lunch time. Some students have access to one to one sessions to enable them to access packages designed to help students' understanding of social skills/situations.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The school works with a variety of agencies to ensure that the needs of all students are met. These include;

- Physiotherapy in schools**
- Ethnic Minority and Traveller Achievement Service**
- Doncaster Hearing Impaired Service**
- Doncaster Visual Impairment Service**
- Child and Adolescent Mental Health Service**
- Educational Psychology**
- Hospital Tuition Service**

The SENCo has strategic oversight of SEN at the school and has completed the mandatory postgraduate qualification in SEN Coordination. Teaching staff have access to in school training and can request further training on a specific SEN issue through the school's arrangements for professional development. Learning Support Assistants receive regular training from external providers and in school specialists. Recent training has included;

- Cygnat Practitioner courses (Autism)
- Attachment Disorders
- Moving and Handling
- Introduction to counselling skills
- Supporting students with English as an additional language.

The school works in partnership with other agencies whenever possible and is committed to multi-agency working. All teachers are expected to have an understanding of SEN as this is part of the Teacher Standards. The school provides additional training on a variety of issues for teachers. Recent training has included;

- Meeting the needs of students who have a visual impairment (delivered by a Specialist Teacher)**
- Meeting the needs of students who have a Hearing Impairment (delivered by a Specialist Teacher)**
- Meeting the needs of students who have social and communication needs (delivered by a Specialist Teacher)**
- Training on attachment difficulties (CAMHS)**
- Dyslexia friendly strategies (Dyslexia Action)**

Teaching Assistants also benefit from these training sessions and further training is identified through the school's appraisal cycle.

Evaluating the effectiveness of the provision made for children and young people with SEN

This is done through the performance management arrangements of the school in conjunction with regular analysis of outcomes for students with SEN.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Students with SEND are included in all aspects of school life including extracurricular activities and trips. The school will deploy additional resources to ensure that students are able to take part in all aspects of school life. This may be through alternative transport arrangements, specialist equipment or additional adult help. Pupil voice activities are carried out with students to ensure that their views are recorded.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The school can call upon a range of agencies if there are concerns about your child's emotional health and wellbeing. The school does offer one to one sessions and has links with a variety of agencies that are skilled in meeting emotional health and wellbeing needs including the Child and Adolescent Mental Health Service.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school calls upon a variety of agencies to effectively meet the needs of students with SEND. These include;

**Physiotherapy in schools**  
**Ethnic Minority and Traveller Achievement Service**  
**Doncaster Hearing Impaired Service**  
**Doncaster Visual Impairment Service**  
**Child and Adolescent Mental Health Service**  
**Educational Psychology**  
**Hospital Tuition Service**  
**Heatherwood school**

The school will work within statutory frameworks to involve other bodies (including health and social care bodies) where necessary.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Any concerns should be discussed with the SENCo in the first instance. Parents can also complain through the usual school complaints procedure.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

<http://www.doncaster.gov.uk/services/schools/local-offer-send>