

SEND – Contribution to Local Offer

Updated September 2023

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Don Valley Academy is a mainstream secondary school and is part of the Delta group of academies.

How we identify if your child may need additional help and/or has special educational needs (SEN)

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 with SEND, this information will then inform Annual Review and SEND 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.

How we involve parents and carers in meeting the needs of their child and in whole school developments

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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 be consulted and notified and 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, multiagency representatives and subject teachers. This plan will be updated termly and provision will be evaluated and reviewed accordingly.

How we will involve your child in the planning and review of their support

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 their support plan which is then shared with class teachers.

How we match the curriculum, teaching and learning approaches if your child has SEN

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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, where appropriate, with the Educational Psychologist when selecting students who may require this support.

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 or small group sessions to enable them to access packages designed to help students' understanding of social skills/situations.

How we provide additional support if your child has learning needs

Students who are identified as SEN will receive a comprehensive support plan (Learning Passport) which will be shared with all parties where appropriate, including the student, parents, multi-agency representatives and subject teachers. This plan will be updated termly and provision will be evaluated and reviewed accordingly. The provision in this plan may include access to additional adult support, specific areas in school and/or a range of interventions.

How we provide additional support if your child has social and communication needs

If your child has identified social and communication needs the school is able to draw upon a range of support including speech and language therapy and referrals to ASCETS (<http://www.doncaster.gov.uk/services/schools/local-offer-specialist-education-supportservices>).

How we provide additional support if your child has physical, sensory and/or medical needs

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If we are aware that your child has a medical need you will be asked to complete a health care plan, this will then be shared with relevant staff in school. The school has a 'sensory tent' available for student with sensory issues as well as a sensory room. The school building is fully accessible.

How we provide help to support your child's emotional health and well being

The school works closely with CAMHS Locality Practitioners and also runs emotional literacy interventions in school to support students.

How we promote developing independence

The school strives to ensure that targets set within support plans consider what the student should be able to do to enable them to move on to the next stage of their education. For example, it may be that your child requires independent travel training. If this is the case the school would work with the appropriate agency to organise for this to be done. The school would also ensure that this work is reflected in the student's SEN Support Plan. The school works with a variety of Post 16 providers to ensure that the provider is equipped with the information required to aid transition between settings.

How we measure and review your child's progress against their targets and longer term outcomes

If your child is identified as having a special educational need your child will have a SEN Support Plan. This is reviewed and evaluated three times per year. As part of this process your child will have both short and long term outcomes.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

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 or small group sessions to enable them to access packages designed to help students' understanding of social skills/situations. Where appropriate, students will have access to the Base and other supportive provisions in school throughout the day.

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How we include children with SEND in the life of our school

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 their learning passport which is then shared with class teachers. Students who have an EHC plan will be invited to the Annual Reviews of these plans. Students are supported to access enrichment activities through additional adult support where necessary.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

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

Physiotherapy in schools
Doncaster Hearing Impaired Service
Doncaster Visual Impairment Service
Child and Adolescent Mental Health Service (CAMHS)
Educational Psychologist (EP)
Occupational Therapists (OT)
Autism and Social Communication Education and Training Service (ASCETS)
Speech and Language Therapists (SaLT)
Behaviour Outreach Support Service (BOSS)
Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)
Language support
Hospital Tuition Service
Heatherwood school

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;

Autism Awareness (ASCETS) and the SENCO

Attachment Disorders and supporting trauma (BOSS)

Supporting classroom behaviour management and restorative practice (BOSS)

Moving and Handling (Heatherwood)

Supporting students with anxiety (WMIM)

Supporting students with English as an additional language (Flash Academy).

ELSA training for emotional literacy (ongoing)

Lego therapy (ASCETS and BOSS)

Read&Write inc. (Text Help)

Supporting students with difficulties in Maths (EP)

The school works in partnership with other agencies whenever possible and is committed to multi-agency working. The school uses documentation such as the 'common assessment framework' to identify where there is a need for other agencies to become involved in meeting a student's needs.

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. In addition to those mentioned above, recent training has included;

Meeting the needs of students who have a visual impairment

Meeting the needs of students who have a Hearing Impairment

Meeting the needs of students who have social and communication needs
Training on attachment difficulties
Dyslexia and difficulties in Maths (Dyscalculia) friendly strategies

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

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External support and expertise we can call upon to help us to meet children's needs

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

Physiotherapy in schools

Doncaster Hearing Impaired Service

Doncaster Visual Impairment Service

Child and Adolescent Mental Health Service (CAMHS)

Educational Psychologist (EP)

Occupational Therapists (OT)

Autism and Social Communication Education and Training Service (ASCETS)

Speech and Language Therapists (SaLT)

Behaviour Outreach Support Service (BOSS)

Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)

Language support

Hospital Tuition Service

Heatherwood school

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

How we prepare children to join our school

Year 6 students are invited to attend three 'transition days' during the summer term. If your child is identified as having a special educational need additional transition visits may be offered (in consultation with the child's primary school). 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. As a result of this, some students visit the academy on several more occasions prior to the three main transition days.

How we prepare children to move on from our school

The Academy 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. Students take part in three career days throughout the year from Year 7 and will have meetings with Mrs Green, the careers advisor for the school, to further help with this transition.

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How we deploy our resources to meet the needs of children with SEND

Deployment of resources will be determined through the asses, plan, do, review process.
Deployment of resources will be decided and reviewed through the SEN Support Plan process.

Contacts for more information

Head teacher/ Principal: Mrs H Thornton
Chair of Governing Body: Mr Anthony Long
Address: Don Valley Academy, Jossey Lane, Doncaster, South Yorkshire, DN5 9DD Telephone:
Email: info@donvalleyacademy.org.uk
Website: <https://www.donvalleyacademy.org.uk/>

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