



Darlinghurst

ACADEMY

Darlinghurst Academy Offer

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Darlinghurst Academy's

Local Offer

As a result of sections within the Children and Families Act 2014 a revised Special Educational Needs Code of Practice came into effect on 1st September 2014. This highlighted that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

In accordance with Chapter 4 of the SEND Code of Practice all Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs, (SEN) or are disabled. (collectively known as SEND). This offer will, over time, be developed and reviewed in collaboration with the involvement of pupils, parents and service providers.

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Additionally, as outlined in Chapter 6 of the SEND Code of Practice, schools are required to provide details of the school-specific offer, which we at Darlinghurst are calling the Academy Offer. This should reflect the Local Offer and elaborate on it. Further information on what is available from Southend Borough Council can be found at www.southendinfopoint.org

All schools in Southend are committed to adopting a similar approach to the needs of all pupils with SEND. There is a shared expectation that all pupils, regardless of their specific needs, should be offered quality first teaching, which will enable all children to make the best possible progress in school and feel that they are a valued member of the wider school community.

The four broad areas within the Code of Practice encompass:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

At Darlinghurst Academy our Academy Offer provides details of the resources, interventions etc. that we provide to support children with SEND. However, this support forms part of a structured programme of need and may run concurrently with other interventions or independently. Not all children will benefit from every aspect listed and agreement will be sought between all interested parties, parents, pupils and staff.

Some children will need increased support to access their learning because:

- They have a significantly greater difficulty in learning than the majority of children their age

- They have a disability as defined under the Equality Act which affects their ability to access and benefit from educational opportunities generally enjoyed by children of the same age.

Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at Darlinghurst, or what you feel your child needs, then please do not hesitate to contact our Inclusion Leader, Mrs Grant, directly.

If you are a new parent or thinking of joining us and what you feel your child may need is not qualified here please ring and make an appointment so that we can discuss your child specifically.



Communication and Interaction

These include

Speech and Language Difficulties

- Developmental Language Delay
- Developmental Language Disorder
- Phonological/Severe Pronunciation Problems
- Expressive language Difficulties
- Receptive language/Language Comprehension Difficulties
- Social Communications/Semantics and Pragmatics Difficulties

Disorders on the Autistic Continuum

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

Provision Available

Criteria could include

Provision Available	Criteria could include
<p>Speech, Language and Communication Needs</p> <p>Communication and Interaction Needs</p>	<ul style="list-style-type: none"> • Access to support and advice from a Speech Therapist – obtained through the Early Help Family Support Assessment (EHFSA) • Access to support and advice from the specialist Speech and Language Teacher at the Speech and Language Unit • ELKLAN trained LSAs • Individualised Speech and Language Programmes delivered in <ul style="list-style-type: none"> • Speech that is difficult to understand or unclear • May struggle to say words or sentences • May not understand words that are being used • May have difficulties knowing how to talk and listen to others • Selective mutism • Diagnosis from a Speech and Language Therapist (this can only be achieved if a child meets their criteria)

		conjunction with the Speech and Language Therapist <ul style="list-style-type: none"> • Makaton • Talking Partners • Social Use of Language Programme (SULP) • Social Skills Group 	for short or long-term intervention)
	Autistic Spectrum Disorder (including Asperger's Syndrome and Autism)	<ul style="list-style-type: none"> • Access to support and advice from The St Christopher's special school who have expertise in ASD • Closed activities i.e. those not open to interpretation • Social Stories • Visual Timetables • Use of Time out cards • Social Use of language Programme (SULP) • Social Skills Group • Access to the Educational Psychologist 	<ul style="list-style-type: none"> • Take some language literally • Find social situations difficult • Unable to read body language of others • Poor imagination skills • Medical diagnosis of Autism or Asperger's Syndrome (this can only be made by a qualified paediatrician)

Cognition and Learning

These include

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties

Provision Available

Criteria could include

Cognition and Learning Needs	Mild and Moderate learning Difficulties	<ul style="list-style-type: none"> • Screening Programmes to identify those who need targeted support • Interventions – group and individual support • Access to the Educational Psychologist 	<ul style="list-style-type: none"> • Lower than expected levels of progress despite quality first teaching and significant interventions. • Parent, teacher and/or pupils identify concerns about the child's ability to access certain aspects of the curriculum where normal interventions and/or differentiation have proved unsuccessful. Outside agencies may also be involved.
	Specific learning Needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"> • Screening Programme and further assessment to devise a bespoke programme of study • Access to the Educational Psychologist – through the EHFA 	<ul style="list-style-type: none"> • Parent, teacher and/or pupils identify concerns about the child's ability to access certain aspects of the curriculum where normal interventions and/or differentiation

		<ul style="list-style-type: none"> Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist (access to an OT can only be gained through the GP) 	<p>have proved unsuccessful. Outside agencies, other than those listed, may also be involved.</p>
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Social, Emotional and Mental Health Needs

Provision Available

Criteria could include

Social, Emotional and Mental Health Needs	Behavioural Needs	<ul style="list-style-type: none"> Access to a Behaviour Support Assistant Access to specialist support from Outreach Service Access to support through our Outdoor Learning environment 	<ul style="list-style-type: none"> Children are displaying extreme behaviours, due to underlying social and emotional difficulties, which are preventing them from accessing the curriculum and impeding their ability to learn and make progress. Poor control over own emotions Unable to take responsibility for own behaviour Diagnosis from a medical professional
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> Access to support and advice from the Nurture Base Access to our Pastoral Support Team, including through our Outdoor Learning environment Access to EWMHS (Emotional Wellbeing and Mental Health Service previously CAMHS, Child and Adolescent Mental Health Service) through the EHFA dependent on meeting their criteria although a self-referral can also be made Individualised Behaviour Support Plan which could include support from our Behaviour Support Assistant 	<ul style="list-style-type: none"> Children are displaying extreme behaviours which are preventing them from accessing the curriculum and impeding their ability to learn and make progress. Behaviours displayed significantly disrupt the delivery of the curriculum to others within the class Poor self-esteem and self-worth Eating disorders Poor control over own emotions
	Social Needs	<ul style="list-style-type: none"> Social Skills Group Social Use of Language Programme (SULP) Joined up working with Social Care and other outside agencies dependent on need and meeting that 	<ul style="list-style-type: none"> Concerns are raised by parent, pupils and/or teaching staff regarding children's social interaction. Concerns are raised by pupils, parents and/or teaching staff about the safety and

		agencies access criteria. <ul style="list-style-type: none"> • Access to support through our Outdoor Learning environment (some services can only be accessed through the completion of an EHFA) 	well-being of pupils in a variety of situations.
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Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

Provision Available

Criteria could include

Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to Hearing Impairment Specialist Teacher based at Kingsdown School • Physical Environment Audit 	<ul style="list-style-type: none"> • Identified hearing impairment that may or may not need hearing aids.
	Visual Impairment	<ul style="list-style-type: none"> • Access to Specialist Teacher for the Visually Impaired based at Kingsdown School • Touch Typing lessons • Physical Environment Audit 	<ul style="list-style-type: none"> • Identified visual impairment other than that which can be remedied using just glasses.
	Multi-sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and additional support provision as identified 	<ul style="list-style-type: none"> • Identified through medical assessment.
	Physical Impairment	<ul style="list-style-type: none"> • Disabled toilet • Reasonable physical adjustments • Access to support and advice from Physiotherapist and Occupational Therapist as required • Trained LSA support • Targeted lunch-time support • Ramp access to most classrooms 	<ul style="list-style-type: none"> • Identified physical impairment requiring short or long-term medical intervention and support.

Medical

This can encompass many things and will be dependent on the needs of the individual child. Please note this is not specifically classed as a special educational need

Provision Available

Criteria could include

Medical		<ul style="list-style-type: none"> • Specialist support as needed • Access to specialist medical professionals • Access to school nurse • Individualised Care Plan • Medical Room • Secure storage for medication 	<ul style="list-style-type: none"> • Medical need requiring short or long-term care/ intervention
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Some of the organisations below may also be able to answer any questions that you may have about additional educational needs

- Autism Anglia is a good website they offer arrange of autism specific information for the family

http://www.autism-anglia.org.uk/get_support/for_families/for_families

- The National Autistic Society

Information and support for Autism and Asperger Syndrome. Parent to Parent (P2P) is a confidential telephone support service for parents and carers of an adult or child on the autism spectrum. (recommended by the NAS)08088004106

NAS Recommended Autism Helpline Call 0808 800 4104

Lines are open 10am-4pm, Monday to Friday

(free from landlines and most mobiles) We give impartial, confidential information, advice and support to people on the autism spectrum, their families, professionals, researchers and student

- SCOPE can offer support locally regarding disabilities that may be affecting an individual or family. Our local contact is

Linzi.Lee.Ellison@scope.org.uk 07436831218

- Contact a Family Organisation who helps families of children with varying disabilities. Advice and Information on Special Needs for parents

- Dyslexia Action

Information and support for Dyslexia

- Oasis

<http://www.ace-ed.org.uk/>

- Dyspraxia Foundation

Dyspraxia: Developmental Coordination Disorder Information and support for Dyspraxia.

Speech and Language Needs

- Afasic

A parent-led organisation that helps children and young people with speech and language impairments and their families. Probably best used after a diagnosis by a Speech and Language Therapist.

<http://www.ican.org.uk/>

- An excellent website, clear explanations and further links, general ideas on helping all children with their communication.

- ADHD <http://www.adhdandyou.co.uk/>

VISUAL IMPAIRMENT

www.rnib.org.uk

BENEFITS

<http://www.dwp.gov.uk/>

Information and contacts about possible benefits you may be entitled to.

This list is not exhaustive and the information does not replace professional advice/diagnosis, our aim is to keep adding to the list of sites. If you know of any other good quality websites, groups or phone numbers which may be of use to other parents or if you would like information on a specific need to be published then please let Mrs Grant know.

Reviewed September 2018