



Darlinghurst

ACADEMY

SEN Information Report

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Author : Tracy Grant

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SEN Information Report

Darlinghurst Academy is a fully inclusive mainstream school which strives to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability and educational needs. This document is intended to give you information regarding the ways in which we strive to support all our pupils, particularly those with Special Educational Needs and Disabilities (SEND,) in order that they can realise their full potential.

Further information can also be obtained from our Local Offer which is available on the school website. It may not list every skill, resource and technique we employ in order to achieve this as we are continually developing and updating these in order to meet the ever changing needs of our children. Should you require any additional information please ring the school office to discuss your child's needs and/or to arrange a visit.

School provision

At Darlinghurst we have our own Nursery within the grounds with many of the Nursery children feeding into our Reception classes, but this is not exclusive. It is a mainly one storey building although in parts there are two storeys. We have disabled toilets throughout the building.

Identification of SEN

In accordance with the SEN Code of Practice (2014) a child is considered to have Special Educational Needs (SEN) if she/he has a learning difficulty or disability which calls for additional provision to be made for them that is "additional to" or "different from" that made generally available for others and/or she/he

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

The four broad areas of special educational need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory Needs

At Darlinghurst Academy we regularly review and refine our plans in order to help support the progress and development of the child to ensure that, where children are identified as having SEN, their progress is monitored and the interventions, resources etc. put in place are refined or additional support sought to ensure continuing progress and development. An Individual Support Plan (ISP) will be drawn up, in consultation with the parents and child, to identify specific outcomes for the term based on the SEN cycle of Assess, Plan, Do, Review. This will then be reviewed and further plans developed collaboratively based on the outcome. If you are in

any doubt or require additional information please do not hesitate to contact our Inclusion Leader, Mrs Grant, for additional information.

Below are a number of questions that may be useful.

1. How does Darlington Academy know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you continue to have concerns then contact Mrs Grant our Inclusion Leader who will be happy to discuss your concerns further.

The school has strong links with outside agencies which may be able to provide additional support to the family as a whole or the child as an individual. Many of these agencies can be accessed through the completion of an Early Help Family Support Assessment (EHFSA)

2. How will I know how Darlington Academy supports my child?

- Each pupil's education programme will be planned by the Class Teacher, in conjunction with the Inclusion Leader where necessary. Provision will be personalised to suit the pupil's individual needs, their strengths and their weaknesses. This may include additional general support by the Teacher or Learning Support Assistant in the classroom.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then additional interventions may also be put into practice. The length of time of the intervention will vary according to need and the appropriateness and effectiveness of the interventions will regularly be reviewed.
- Pupil Progress Meetings are held each term. This is a meeting where the Class Teacher meets with the Principal, Senior Vic Principal, Vice Principal, RSL and Inclusion Leader to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist and Educational Psychologist and a referral will be made through the completion of additional documents in conjunction with the parents.
- A few children will have needs that can't be met purely by the school's SEN budget and they will be considered for an Education, Health and Care Plan in conjunction with parents, the school and the Local Authority

3. How will the curriculum be matched to my child's needs?

The school uses a number of methods of assessment to identify the strength and weaknesses of all children, including those with SEN.

- When a pupil has been identified with special needs their work will be personalised by the Class Teacher to enable them to access the curriculum more easily. Reasonable adjustments to the learning environment will be made, wherever possible, to facilitate the appropriate provision of care needed for all pupil's.
- If a child has been identified as having an additional need, they will be given an Individual Support Plan (ISP). Outcomes will be identified according to the

area of need in conjunction with the child and parent/carer. These will be monitored by the Class Teacher and Inclusion Leader. ISPs will be discussed with parents and new outcomes agreed with them in conjunction with the pupil; we value highly the contribution that both the pupil and their parents/carers have in this process.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's Class Teacher should be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the Class Teacher or Inclusion Leader by visiting the school office.

5. How does the school know how effective its arrangements are?

- Members of the Senior Leadership Team (SLT) meet with the class teacher on a regular basis to discuss and evaluate the progress of all children with reports provided to the Rapid Improvement Board.
- Regular evaluations of the interventions in place are undertaken and, where necessary, different arrangements or alternative provision is made.

6. How will you help me to support my child's learning?

- The Class Teacher may suggest ways of how you can support your child.
- Mrs Grant may also meet with you to discuss how to support your child with strategies to use at home.
- If outside agencies have been involved suggestions are normally provided that will be incorporated into the ISP.

7. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise, some of which can only be accessed through the EHFA or GP. These may include:

- Educational Psychologist
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Social Services
- Speech and Language Therapist
- Physiotherapy and Occupational Therapist
- Early Help
- School Nursing
- Behaviour Outreach Support
- The St Christopher's School

8. What training have the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND and this continues to be reviewed in line with the changing needs of the children. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support pupils with Diabetes
- How to support pupils with Downs Syndrome
- How to support pupils with Cystic Fibrosis
- First Aid training.
- epi-pen training.
- Makaton training

Where a child is due to attend the school whose needs have not been previously supported every attempt will be made to secure training prior to the child's arrival or as soon as possible thereafter.

Mrs Grant has also gained the qualification 'National Award for Special Educational Needs Co-ordination.'

9. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

10. How accessible is the school environment?

We try to ensure that classrooms provide an enriching, visually stimulating learning environment to enable all pupils to access the curriculum and resources needed. Where a child needs specialist resources or adaptations then additional advice will be implemented.

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into the school to make the building accessible to all.
- adapted toilets for disabled users.
- wide doors throughout the building.
- designated disabled parking bays
- regular reviews of the School Accessibility Plan
- Personal Emergency Evacuation Plans (PEEP)
- Visual Timetables

11. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the Class Teacher, RSL and Inclusion Leader. Decisions are based upon termly tracking of pupil progress and level of need as well as the result of any assessments undertaken within school and outside agencies. If your child has an Education, Health and Care Plan (EHCP) then the amount of support will also be influenced by this.
- During their school life if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

12. How is behaviour and overall well-being supported in the school?

- Through a structured whole school positive behaviour management policy
- Support from our Behaviour Support Assistant or other members of staff as appropriate

13. How will I be involved in discussions about and planning for my child's education?

All parents and pupils are encouraged to contribute to their child's education. This may be through:

- discussions with the Class Teacher
- during parents' evenings
- during discussions with Mrs Grant and/or other professionals
- parents and pupils are strongly encouraged to participate in the setting of ISP outcomes

14. What arrangements are made for supporting children who are Looked After and have SEN?

At Darlington we recognise that children who are looked after may have different additional needs. All Looked After Children (LAC) have a Personal Education Plan (PEP) with targets that are agreed between the child, carer, school and social worker. These targets reflect any special educational need and are reviewed termly. Mrs Grant, who is also our Designated Teacher for Looked After Children, has had specialist training in supporting pupils who are looked after.

15. How do we support pupils who have emotional or social difficulties or who require support from social care?

Within the school

- all pupils have access to members of the Pastoral Support Team who provide opportunities to talk through difficult situations, whether at home or school. The team are able to provide on-going emotional support and where necessary make referrals for more specialist support.
- adults work pro-actively to prevent bullying and where there are concerns about bullying they will investigate, address and monitor incidents which will be dealt with in line with the school's Anti-bullying Policy.

16. How will medical support and/or personal care be made available?

- All medicines will be administered in accordance with our Medical Policy (further information of which is available on our website)
- Where specialist training and medical intervention is required the Inclusion Leader will make contact with the appropriate clinicians to arrange this
- Individual Care Plans will be prepared in accordance with our Medical Policy involving parents, other professionals and the pupil

17. How does the school prepare my child for transition?

- When a child with an EHC plan is in Year 5 a transition meeting/review will be arranged with the parents, child and potential new school(s) to arrange an action plan to ensure a smooth transition
- We work closely with the local secondary schools to provide as much support and information as possible
- Additional visits accompanied by members of staff can be arranged if required
- Work is undertaken in the classroom to provide transition support for all pupils in Year 6.
- Handover sessions take place between teachers when changing within school year groups so that needs, effective strategies and resources are shared, with additional transition visits where able/required.
- We work closely with local Pre-schools and Nursery's especially for those children coming to the school who are known to have special educational needs.

Where a child is moving to or from another school for different reasons additional transition arrangements can be made with the Inclusion Leader

18. How does the school ensure the safety of the pupils?

- Regular observation of all children including the recording of unusual/different behaviour. This may then be referred to our Designated Safeguarding Lead
- Regular, dedicated, Health and Safety walks
- Structured whole school behaviour management policy

Additional information is available in our Child Protection Policy, Behaviour Management Policy and Health and Safety Policy, all of which are available on the school website.

19. What support is available for increasing attendance?

- Dedicated in-school staff support
- Support from outside agencies, some of which can be accessed through the completion of an EHFA
- Our Inclusion Leader, Attendance Officer and Admissions Officer are available throughout the day should you have any concerns regarding your child's attendance, particularly surrounding their social, emotional and medical well-being, including for those who are at risk of exclusion

20. Where can I find details of the Local Offer?

- The school's Local Offer is available on the school website. Should you require any additional information regarding this please contact our Inclusion Leader.
- The Local Authority (LA) Offer for Southend Borough Council can be found on the SHIP website (Southend Information Point) at www.southendinfopoint.org (All local schools have been involved in the preparation of this offer.)

21. What should I do if I have a concern or complaint about the provision provided for my child?

- In the first instance please contact the class teacher or the Inclusion Leader.
- If your concerns have not been successfully addressed, in accordance with our Complaints Policy, details of which can be found on the school website, please contact the Principal or the Chair of the Rapid Improvement Board
- If the complaint is about the school this should be made direct to the LA, Southend Borough Council

22. Who can I contact for further information about SEN?

Please contact our Inclusion Leader, Mrs Grant, if you have further questions.