



Darlinghurst

ACADEMY

Annual Report to Parents on the Implementation of the Special Educational Needs (SEND) policy and Disability Equality Scheme

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| Date Created: | September 2020 |
| Version: | 5 |
| Applicable to: | Whole school |
| Author : | Tracy Grant |
| Checked by: | SLT |
| Valid from: | September 2020 |
| Ratified: | September 2020 |
| Review date: | September 2021 |



Annual Report to parents and Governors – 2019-20

Schools have a duty to report annually to all parents on the provision for SEND and implementation of their disability equality scheme.

At Darlington we believe in providing every possible opportunity to develop the full potential of every child. We also recognise that children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different support from that given to other children of the same age.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND) lies at the heart of the school's SEND policy and sets out the processes and procedures that all schools and organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. SEND support can be put in place to help overcome the difficulties that a child may have. If further support is required the academy may request a statutory assessment of special needs, which may result in an Education Health Care Plan (EHCP) being issued to the child.

Key Staff

Principal – Emma Nicholls

Special Educational Needs Co-ordinator – Tracy Grant – Inclusion Leader

Behaviour Support Manager – Lucy Wheeler

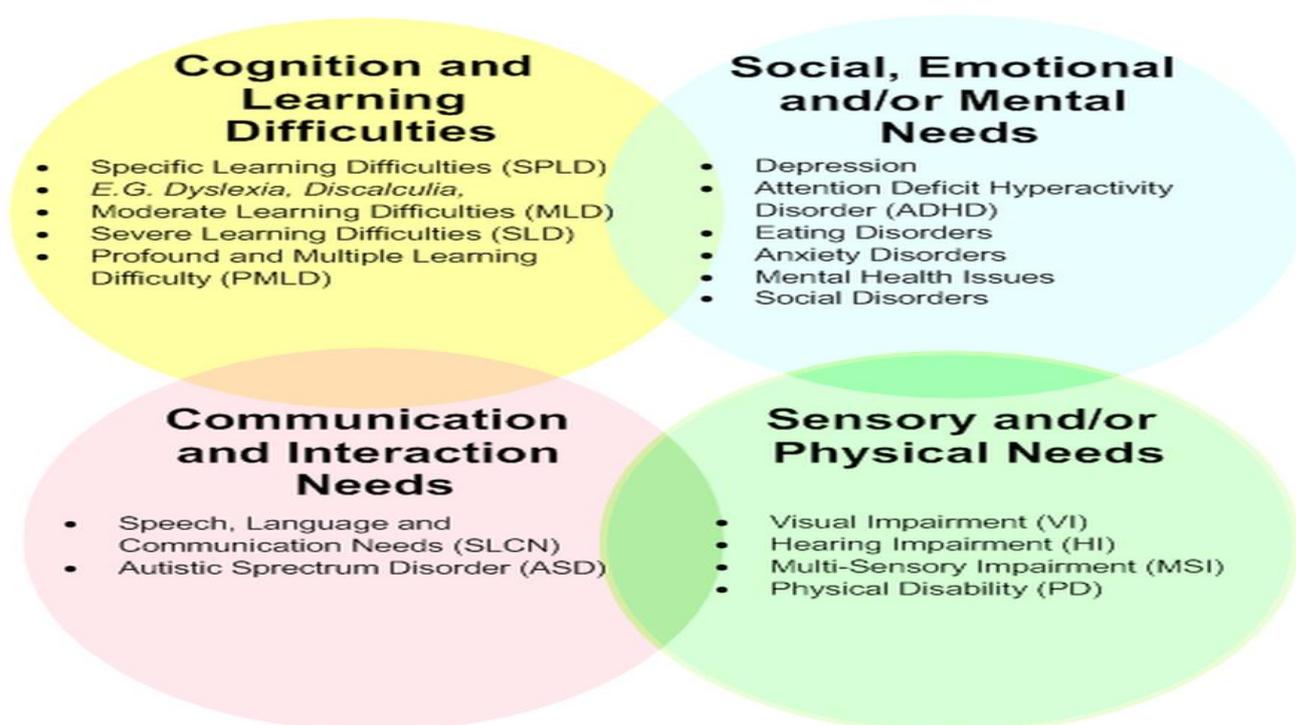
SEND Admin Support – Rebecca Ricks

Number of pupils with SEND as at 22nd July 2020

| Key stage | SEND support | EHC Plan | Total |
|------------------------------|--------------|----------|-------|
| EYFS (Reception and Nursery) | 4 | 3 | 7 |
| Key stage 1 | 7 | 0 | 7 |
| Key Stage 2 | 45 | 7 | 52 |
| Total | 56 | 10 | 66 |

Breakdown of the four main areas of need

| Key stage | Communication & Interaction | Cognition & Learning | Social Emotional & Mental Health | Sensory & Physical |
|------------------------------|-----------------------------|----------------------|----------------------------------|--------------------|
| EYFS (Reception and Nursery) | 6 | 1 | | |
| Key stage 1 | 1 | 5 | 1 | |
| Key Stage 2 | 13 | 24 | 10 | 5 |
| Total | 20 | 30 | 11 | 5 |



Progress of pupils with SEND

Ofsted, June 2019, reported that “Pupils with special educational needs and/or disabilities (SEND) make good progress.” “Pupils with SEND receive precisely targeted support and make good progress from their starting points.”

- Data and results from classroom assessments, educational and holistic, are regularly analysed alongside the more formal standardised tests that we use.
- Suitable provision is implemented at classroom level with extended provision provided beyond this, where appropriate.
- Children with an EHCP are encouraged to attend their Annual Reviews with their parents and contribute both verbally and in writing. Any outcomes take full account of the pupils' voice.

The SEND resources budget allocates funds toward the following:

- SEND specific in-class support across the school,
- targeted interventions,
- training and resources to meet staff and pupil needs;
- extended behaviour support for vulnerable pupils.

There have been no permanent exclusions for children with SEND. Four children with SEND have had fixed-term exclusions, totalling 6 ½ days. Exclusions are only ever used as a last resort.

Deployment of staff and resources

Within our Reception, Year 1 and Year 2 classes there was one full-time LSA/Nursery Nurse in each class to support pupils and teachers. Throughout Key Stage 2 there were LSAs available every morning and during the afternoon to support interventions, including additional support throughout the day for children with an EHC Plan.

The Inclusion Leader works alongside the class teachers and LSAs, with support from the SEND Admin Assistant as well as the Behaviour Support Manager, both of whom also work with other vulnerable children. The Inclusion Leader meets regularly with staff to discuss ways of supporting pupils further.

External Agencies

We have close and effective links with a wide variety of agencies to support parents/carers and the school including Occupational Therapy Team, Speech and Language Therapists, Paediatricians, Outreach Behaviour Support Team, Education Psychology service as well as other agencies and strive to implement all advice received from them. Parents, pupils, teachers and learning support staff have commented on the effectiveness of the "team" working with them.

Support is available for the two children identified with Visual Impairments (VI) and support is in place from the Specialist Teacher for VI where appropriate. An environmental update has been completed on the basis of their input.

During the Coronavirus pandemic regular interaction was maintained with external agencies supporting our families, including the Early Help Team.

We have a healthy relationship with our main feeder pre-schools as well as secondary schools which involve visits from appropriate staff to discuss individual pupils with the class teacher and the Inclusion Leader as appropriate. Due to Covid-19 this year there have been restrictions in what can be safely implemented to support transitions to secondary school and into the academy.

Staff Development

During normal term times weekly staff and LSA meetings provided a forum for discussion and training in various aspects of SEND which have proved successful. SEND issues and pupils are regularly discussed at teacher meetings. During the Coronavirus pandemic

regular updates to support the learning and emotional wellbeing and mental health for all members of the community were shared with staff and parents.

Disability Duty – Accessibility and Future Plans

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Disability Duty

- The last review of the Disability Duty was undertaken in March 2020.
- There are no trends specific to the school in the disabilities and needs identified for our children.
- We are on a flat level site with easy access across the school with the exception of the upper floors.
- Storage for wheelchairs and other equipment are made as appropriate.
- Staff have been trained appropriately in the care of pupils with medical needs and liaise regularly with the relevant agencies.
- Environmental updates have been completed in conjunction with other specialist services e.g. VI and Hearing Impairment (HI) teams.
- Pupils are interviewed as part of their review cycle and, where appropriate, encouraged to attend and participate fully in setting new outcomes for the forthcoming year.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

- All pupils have access and opportunities to participate in school activities including extra-curricular activities without discrimination and through reasonable adjustments.
- Consideration is given to individual pupil needs when planning school trips and visits as well as extended school activities.

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.
- portable ramps for outside areas.
- visual aids appropriate to the needs of the child.

Parents and Carers involvement.

- Engagement in Individual Support Plan (ISPs) outcome settings.
- A selection of parents were consulted in the preparation and update of the Local Offer.

- All parents are given the opportunity to inform the school of any disability they may have and adjustments that may be necessary to meet their needs.
- Individual health care plans are written with the involvement of parent/carers and appropriate medical professionals.
- Parents and carers are consulted when decisions on personal care and medical needs are required as are the specialist teacher team and medical professionals when necessary.
- Parents are invited to attend and contribute to all review meetings.
- Close links with parents are made which include training from the parents on the safe and comfortable handling of their child.

Involvement during Covid-19

- During Covid-19 regular (twice weekly) contact was maintained with all parents where a child has an EHCP, with additional children supported to attend the academy throughout the pandemic
- 80% of all children with an EHCP attended the academy during school closures (the remaining 20% were shielding/exceptionally medically vulnerable)
- Conversations were held with all parents of children on the SEND register during the Coronavirus pandemic lockdown with additional support identified where appropriate and possible
- Additional information was made available to all parents where a child is recorded on the SEN register to support Home Learning during the pandemic
- In excess of 50% of children on the SEN register, across all year groups, attended the academy when lockdown was eased

Policy availability

- Policies are made available on the school website in paper format upon request.
- The SEND policy was last reviewed in September 2020
- Information about the complaints procedure is available on the school website and in paper format upon request and how to access this procedure

September 2020