



Darlinghurst

ACADEMY

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

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

At Darlinghurst 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 SEN 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 SEN. SEN support can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education Health Care plan (EHC plan) being issued to the child.

Key Staff

Special Educational Needs Co-ordinator – Tracy Grant – Inclusion Leader
Well-Being Manager – Angela Johnson
Behaviour Support Assistant – Lucy Wheeler
SEN Admin Assistant – Merrill Hydes

Policies

- *Date of the last review of the SEN policy – November 2016*

Number of pupils with SEN as at 21st July 2017

Key stage	SEN support	EHC Plan/Statement	Total
EYFS (Reception and Nursery)	5	2	7
Key stage 1	7	2	9
Key Stage 2	23	9	32
Total	35	13	48

Progress of pupils with SEN

Using the range of assessments specifically for SEN pupils, the majority of children made at least satisfactory progress across the school in relation to Age Related Expectations (ARE) and previous key stage starting points. All made good progress according to their targets.

Data and results from classroom assessments are also 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 Education Health and Care Plan (EHC Plans) 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 Well-Being Manager is available for children that are identified as requiring support through early indications, including teacher and support staff observation and interaction as well as through data.

The SEN resources budget allocated funds toward the following: Support across the school, development and purchase of teaching resources, training to meet staff and pupil needs; evaluation tools; examination provision; extended support at break and play times for vulnerable pupils.

- *Attendance of SEN pupils is: 93.2%* However, the reduction against last year's total also relates to the number of exclusions (see below) and that 2 children were working on reduced timetables and/or at dual placements with Seabrook College.
- *Exclusions of SEN pupils* –There have been no permanent exclusions. 9 children with SEN have had at least one fixed-term exclusion each, with three children having three or more.

Budget allocation

- *Total income to the schools budget allocated specifically to SEN is approximately £205,442.98 (notional SEN budget line - on budget share)*
- *Additional funds for exceptional needs secured through EHCP top-up funding - £55,575.72*

Deployment of staff and resources

- *Staffing to support SEN*

Within our Reception and Year 1 classes there is one full-time LSA to support teachers. In Year 2 there is an LSA in each class in the morning and in Key Stage 2 there are LSAs available within each year group every morning. There is additional support during the afternoon to support interventions. There is further support in some classrooms throughout the day for children with an EHC Plan.

The Inclusion Leader works alongside the class teachers and LSAs with support from the SEN Admin Assistant (since April) as well as the Wellbeing Manager and Behaviour Support Assistant who also work with other vulnerable children. The Inclusion Leader meets regularly with staff to discuss ways of supporting them further.

External Agencies

- *Involvement of key external agencies e.g. educational psychologists, behaviour support team, hearing impairment consultant*

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, Physiotherapists, Paediatricians, Behaviour Support Team, and 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.

Interaction with other with Schools and Settings

- *Where relevant liaison with feeder settings or schools and next phase schools*

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.

Staff Development

- *Key CPD of staff relevant to SEN*

Courses attended by staff relevant to SEN:

Positive handling (Team Teach)
SENCo conference
Conflict and Resolution
Assessment and feedback
Growth Mindset
Behaviour Support
Diabetes Training
On-line LSA training

Weekly LSA meetings provide a forum for discussion and training in various aspects of SEN have proved successful. SEN issues and pupils are regularly discussed at teacher meetings.

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

- *Date of the last review of the Disability Duty and key changes (reviewed every three years)*

November 2016

Numbers of children/young people with disabilities and medical needs within the school

- *Identify any trends in numbers*

There are no trends

- *Access arrangements made and resources used for these children and young people*

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 case of pupils with medical needs and liaise regularly with the relevant agencies.

As a school we are happy to discuss individual access requirements.

- *Involvement of pupils in their annual SEN review*

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.

- *Specific reference to action taken to ensure inclusion e.g. school trips, extended school activities*

Consideration is given to individual pupil needs when planning school trips and visits as well as extended school activities

- *The facilities provided to assist access to the school by disabled pupils*

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.
- disabled changing hoist.
- portable ramps for outside areas.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- *Involvement of parents/carers in the review of the Disability Equality Scheme*

A selection of parents were consulted in the preparation and update of the Local Offer. A further review is to be undertaken and comments and feedback will be sought from parents. 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.

- *Engagement with education and support*

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 required.

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.

- *Availability of relevant policies and further information*

These are made available on the school website and given out when requested.

- *Information about the complaints procedure and how to access this procedure*

This is available on school website and given out when requested

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