



Darlinghurst

ACADEMY

SEND Information Report

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SEND Information Report

Darlinghurst Academy is a fully inclusive mainstream academy 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 academy 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 academy office to discuss your child's needs and/or to arrange a visit.

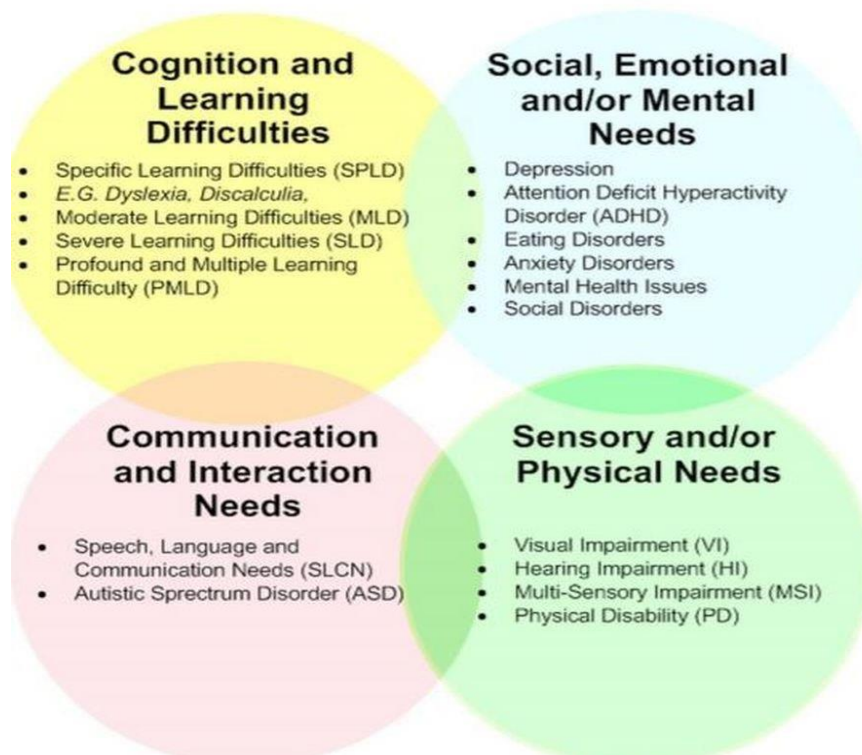
Definition of SEND

In accordance with the SEN Code of Practice (2015) 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 Darlington 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 SEND, 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/carers and child, to identify specific outcomes for the term based on the SEND 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, or Mrs Ricks SEN Admin, for additional information.

Below are a number of questions that may be useful regarding SEND support within the academy.

1. How does Darlington 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

We identify the needs of pupils with SEND as early as possible including gathering information from parents and other agencies. The academy 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)

The academy works as a team and all pupils are continuously monitored by their class teacher who are well placed to identify any needs or concerns.

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.
- Where a concern has been raised a 360 assessment will be undertaken by the class teacher in order to investigate and identify barriers to learning. This will be used to support and identify any additional provision needed.

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 parent and additionally 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 teachers in the year group meet with the Principal, Vice Principal and Inclusion Leader to discuss the progress of the pupils in their class/year group. 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 or 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 academy's SEN budget and they will be considered for an Education, Health and Care Plan in conjunction with parents, the academy, the Local Authority and any additional agencies involved with the child.

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

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

- When a pupil has been identified with special educational needs and/or a disability 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 pupils.
- If a child has been identified as having an additional need, they will be given an Individual Support Plan (ISP) and a 360 assessment will be completed by the class teacher to identify all strengths as well as barriers to learning. 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/carers 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?

- Normally you will be able to discuss your child's progress at Parents' Evenings.
- Your child's Class Teacher should be available if you wish to raise a concern. This may need to be over the phone. Appointments can be made to speak in more detail to the Class Teacher or Inclusion Leader by contacting the academy office.
- ISPs will regularly be reviewed (at least termly) and new outcomes agreed

5. How does the academy 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 Governing Body.
- 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 be in contact 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 academy?

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 Family Support Service
- School Nursing
- Behaviour Outreach Support
- The St Christopher's School
- Paediatric support through the Lighthouse Child Development Centre

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

We aim to keep all members of staff up to date with relevant training and developments in teaching practice and in relation to the needs of pupil with SEND. The Inclusion Leader attends relevant courses and meetings. In addition to this 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.
- Mental Health First Aid.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- First Aid training.
- epi-pen training.
- Makaton training
- How to support pupils with a visual impairment.
- How to support pupils with a hearing impairment.

Where a child is due to attend the academy 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 trips?

At Darlinghurst we encourage all children to take part in extracurricular activities and the school staff aim to ensure that activities are barrier free.

Activities and 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 academy environment?

We try to ensure that classrooms provide an enriching and 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 an academy we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into the academy 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 Academy Accessibility Plan
- Personal Emergency Evacuation Plans (PEEPs where necessary)

- visual timetables
- a small number of children may need a quieter space to support them at lunchtime and we have designated zones in this respect
- for children who may be overly anxious they may have the opportunity to visit our Anchor Room for a short period to reframe their learning.

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

- These decisions are made collaboratively in consultation with the Class Teacher, Year Lead, Inclusion Leader and, where appropriate, external agencies. Decisions are based upon termly tracking of pupil progress and level of need as well as the result of any assessments undertaken within the academy 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.
- Pupil's own views are taken into consideration regarding how they feel that they may best be supported.
- If further concerns are identified during their academy life, due to the pupil's lack of progress or as a result of their well-being, then other interventions will be arranged.

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

At Darlington we aim to provide an environment where each child can feel safe and enjoy school in a nurturing environment. All staff work to raise the self-esteem of vulnerable pupils by giving encouragement and recognising their effort and achievements. When needed pupils are given time to talk through situations they find difficult and activities to support emotional wellbeing and development.

All staff work proactively to prevent bullying and where concerns are raised these will be fully investigated, addressed and monitored in line with the academy's anti-bullying policy.

When a pupil's needs require the involvement of social care we are committed to joined up working with all outside agencies and parents/carers to ensure that the child and family are fully supported.

- Through a structured whole academy positive behaviour management policy.
- Support from our Behaviour Support Manager or other members of staff as appropriate.
- Access to a member of the pastoral support team
- We have trained Mental Health First Aiders throughout the school
- The Inclusion Leader has completed the Designated Mental Health Lead training

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 parent's 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 SEND?

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, social worker and where appropriate the Virtual School. 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 academy

- all pupils have access to members of the Pastoral Support Team who provide opportunities to talk through difficult situations, whether at home or school. All are Mental Health First Aiders. 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 academy's Anti-bullying Policy.

At Darlington we recognise that children may have additional emotional and/or social needs as a result of the experiences, and these will be supported on an individual basis.

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 academy 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.
- Dedicated staff meetings (handover sessions) take place between teachers when changing within school year groups so that needs, effective strategies and resources are shared, along with additional transition visits where able/required.
- We work closely with local Pre-schools and Nurseries, especially for those children coming to the academy who are known to have special educational needs.
- The Inclusion Leader ensures that all relevant information about vulnerable pupils is shared with all staff
- Where necessary a transition book/social story will be created to prepare a child for their new teacher and learning base.

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

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

- Dedicated Child Protection Policy and staff training
- 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 academy behaviour management and anti-bullying policies
- The Pastoral Team has a daily meeting to identify any additional needs that may have arisen over the day/week

Additional information is available in our Child Protection Policy, Positive Behaviour Management Policy and Health and Safety Policy, all of which are available on the academy 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, SEN Admin Officer, Behaviour Support Manager, 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 academy's Local Offer is available on the academy website. Should you require any additional information regarding this please contact our Inclusion Leader.
- The Local Authority (LA) Offer for Southend City Council can be found at www.livewellsouthend.com

21. What should I do if I have a concern or a 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 please follow our Complaints Policy, details of which can be found on the academy website.
- If the complaint is about the academy this should be made direct to the LA, Southend City Council

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

Please contact our Inclusion Leader, Mrs Grant, or Mrs Ricks, SEN Admin, if you have further questions.