



DITTON PARK ACADEMY

SEN INFORMATION REPORT

Introduction:

This information report is aimed to help parents understand the provision we offer to students with additional needs at Ditton Park Academy.

The kinds of SEN that are provided for:

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (Special Educational Needs and Disability Regulations 2014).

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO)

The school's SENCO is Anamaria Gales. Mrs. Gales can be contacted via email at:

a.gales@dittonparkacademy.co.uk

The Deputy SENCO is Elisa Girle. Mrs. Girle can be contacted at: e.girle@dittonparkacademy.co.uk

Prior to transition to the school, we try and find out as much as we can about every child. We like to ensure that all of the following steps have taken place before students join us full time:

- The SENCO/ The Deputy SENCO will liaise with the Primary School SENCO/representatives to discuss the specific needs of the child and what provision needs to be made (attend Annual Review meetings, visit the child in school, communication via email/phone).

- Children with SEND are given multiple opportunities to visit Ditton Park Academy, so that they familiarize themselves with the building, the staff, and some rules in school and meet other SEN children.

In the first weeks of school, our children with SEND will benefit from full guidance and support, we will try to establish a relationship of trust. We will also evaluate the child, not only for literacy and numeracy skills, but also communication and interaction and sensory processing. This will build up a clear picture of the child's needs, the intervention to be put in place, the strategies teachers need to implement when working with the child.

Assessing and reviewing the SEN students' needs is a continuous cycle – every term, at the end of an intervention, through on-going assessments and class observations. Individual provision maps, Learning Profiles or Individualized Educational Plans are used to summarise the learning and the students' social, emotional or mental health targets.

Arrangements for consulting parents of children with SEN and involving them in their child's education

We believe that home-school communication is the key in helping our students succeed. This starts early, before children transition to Ditton Park Academy. The SENCO and/or the Deputy SENCO attend Year 6 Annual Reviews to get to know the parents and the child better and understand what provision to put in place when the child joins the school.

When a child is identified as having difficulties, we arrange early discussions with the student and the parents in order to develop a good understanding of the child's strengths and difficulties, incorporating everyone's views. Targets are set and monitored termly. Parents are notified formally if decided that a pupil will receive SEN support. Teachers implement the Graduated Approach, having the child and the parents at the heart of each stage.

Other planned arrangements for communicating between school and home include Annual Reviews of the young person's EHCP in which we celebrate success and evaluate needs and progress. We arrange coffee mornings to offer support and advice to parents/carers twice a year. Yearly surveys completed by parents inform our practice and provide opportunities to improve.

We welcome the involvement of parents/carers and want to keep us up to date and involved with their child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with the SENCO/ Deputy SENCO.

Arrangements for consulting young people with SEN and involving them in their education

Students contribute at setting and reviewing targets termly and reflect on their learning at the end of each lesson.

Our students with Educational Health and Care Plans attend Annual Review meetings where they can invite parents and close relatives and friends to celebrate their success and progress.

We gather Pupils' Voice annually to get a better understanding of our service and areas of improvement.

Students are also encouraged to take part in the School Council and Students' Parliament, representing the other students with SEND and their views. Many SEN students have responsibilities such as Peer-mentors, Students Librarians, and Student Ambassadors and participate to events where their opinions and views are sought (e.g. the SEND Participation Event).

Arrangements for assessing and reviewing pupils' progress towards outcomes

The school will send reports which will show your child's current and target levels as well as reporting on their homework and behaviour for years 7 to 12. Subject teachers, Heads of Department, Academic mentors and Heads of House will monitor and review children's levels and pick up on any subjects where they are not making the expected progress. We will then put an intervention in place. At the next reporting time we will check whether the expected progress has been made. We also feedback to the Governing Body, who annually review the progress of departments in the school and receive an annual presentation from the SENCO about general progress, developments and challenges relating to SEND.

Learning profiles are reviewed at least annually with students, and their outcomes are communicated with parents. Students EHCPs have regular review meetings to set and review targets and have a formal review once a year.

The school provides information for parents through newsletters; the school website, Parents Evenings and letters home.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Children who transition from Primary schools to Ditton Park Academy benefit from a carefully planned transition that includes exchange of information between schools, visits of the child in their school setting, the SENCO and/or the Deputy SENCO attend Annual Reviews and discuss with all the stakeholders the best provision to be prepared for the child. Teachers are informed and properly trained to be able to meet the SEN children's needs. Children have also many opportunities to get familiar with the new school, staff and students, have taster sessions during SEN and whole-school Induction Days and are given all the information they need to prepare for the transition.

For children who experience anxiety around transition to new phases of education, the SEN Department will plan and prepare the student in advance.

When a student transfers to a new school, we will provide the appropriate information when asked, as well as the support the student needs to prepare for adulthood. All children receive advice on careers, starting in Year 9 and onwards.

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Training on Special Educational Needs areas is provided to all staff, including teachers and Learning Support Assistants. Staff who are new to the school follow an induction programme which includes training and information on SEN.

The SENCO is a qualified teacher, who successfully completed the SENCO award. The Deputy SENCO is a qualified teacher, as well.

Our HLTAs and LSAs have undertaken courses on ASD, ADHD, Specific Learning Difficulties, Mental Health, Anxiety, Behaviour Management, Speech and Language Difficulties, Bereavement and Emotional Regulation. Apart from outside courses they enrol regularly, we offer an In-House CPD every two weeks, where teachers and Department representatives are invited to attend. We work closely with specialists like Educational Psychologists, the Teacher of the Deaf, Speech and Language therapists who occasionally offer training to staff.

How equipment and facilities to support children and young people with SEN will be secured

As a school we can access a range of services, such as the Sensory Consortium which support hearing impaired (HI) and visually impaired (VI) students. These services are contacted when necessary and appropriate, according to children's needs.

We look to provide necessary equipment, such as technological aids, suitable for an individual's needs: Pen-Readers, Speak it, laptops, iPads.

How the effectiveness of the provision made for pupils with SEN is evaluated

All students, including those with SEND, are assessed on a regular basis. Teachers formally assess and review progress and attainment 3 times a year (for years 7 to 12) which is communicated to parents/carers. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

All students with an Education, Health & Care Plan (EHCP) have an Annual Review meeting. SEND students will have their Learning profiles up-dated at least once a year and shared with parents for their input. SEND students requiring additional support to quality first teaching within the classroom (wave 1) will be placed at wave 2 or 3 and therefore will usually have targets to accompany their Learning profile, which will be regularly reviewed.

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN

All children in the school are encouraged to take part in extra activities, especially House events Days. Residential trips are open to all students, including students with special educational needs. We make suitable arrangements so that the child attends safely any event, trip or activity.

For children with motor skills issues, P.E. teachers are made aware of the child's difficulties and adaptations are made so the child can fully attend the P.E. lessons along their peers.

Our SEN students can join all the Clubs offered to students, before school time, during break-times or after school, as well as Enrichment classes once a week.

Support for improving emotional and social development.

We created our own curriculum map for Life Skills and Social Skills, which offer lessons tailored to our students' needs. We aim to improve their communication and interaction abilities, but in the same time help students gain confidence and an increased self-esteem.

Additionally, we offer a safe and quiet area in our GTC Centre (Resource Base area), where students can join break-time clubs, make friends and have lunch in a smaller and friendly space. We have also a Well-Being room where the pastoral team is there to support children.

The school has a fully equipped Sensory Room aimed at students with high levels of anxiety or whom suffer from sensory-overload.

Year 7 students are buddied-up with older SEN students who help them find their way around the school and introduce them to other students and places. Peer-mentors are always available to offer support and guidance to anyone in need. Teachers and Academic mentors provide multiple opportunities for students to interact, work in groups and support one another's individual needs.

We have zero tolerance to bullying and make sure our SEN children learn what bullying means through Social Skills lessons and P.S.H.E. curriculum.

The school ensures that it regularly advertises available support, through the school's website, booklets given out at parents' evenings, posters displayed around the school etc.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

As a school we can access a range of services including the Child and Adolescent Mental Health Service (CAMHS), SEBDOS, Early Help, The Sensory Consortium. These services are contacted when necessary and appropriate, according to your child's needs.

Within school we have a counsellor and one educational psychologist and a speech and language therapist once a week.

We collaborate closely with the Local Authority through constant liaison with the SEND officer, who regularly attends Annual Reviews and offer support and advice when needed.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The school's complaints procedure is available on the school's website.

Contact details of support services for parents of pupils with SEN

The school liaises with and can refer parents to the following agencies for information and support:

- Support4SEND offering independent, free advice for parents of children with SEND:
<http://www3.hants.gov.uk/support4send>
- IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk
- Slough Family Information Service/ SENDIASS:
<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=gykyhJLi9s>
- Special Voices: <http://specialvoices.co.uk/>
- SAFE – Support for Young People Affected by Crime:
<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=IALkCfe-X3M>

Named contacts within the school for when young people or parents have concerns:

The SENCO - Mrs. Anamaria Gales, email address: a.gales@dittonparkacademy.co.uk

Deputy SENCO - Ms. Elisa Girle, email address: e.girle@dittonparkacademy.co.uk

Safeguarding Lead - Mr. Karl Fenn, email address: k.fenn@dittonparkacademy.co.uk

The school's contribution to the local offer and where the LA's local offer is published

Our local authority's local offer is published here:

<http://www.dittonparkacademy.co.uk/518/local-offer-sen>

The arrangements for the admission of disabled pupils:

Please see the Admission Policy on the school's website.

The facilities you provide to help disabled pupils access your school

We do our best to make Ditton Park Academy welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff. Where different facilities are needed to help SEND students, we ensure that we make reasonable adjustments throughout our school, including rooming lessons on the ground floor; provision of disabled toilets; and equipment to help with reading and writing.

How to find your school's accessibility plan

An Accessibility Plan is in place and available from our school website.