

## **The Dorcan Academy**

### **Academy information (offer) for children with Special Educational Needs/ or Disability**

#### **Academy's Vision Statement**

Our vision is to become an *outstanding* school of *first choice* at the *heart* of our local community

We will do this through:

- Exceptional achievement for every student
- High quality teaching that inspires and engages minds through an exciting and creative curriculum
- An inclusive school where everyone is valued, cared for and nurtured in an *extraordinary* way
- Equipping students to *stand out* as model citizens, aspiring to make a difference to the lives of others through their exemplary behaviour and attitudes
- High levels of wellbeing enabling all members of the school community to flourish
- Raising the aspirations of all stakeholders through a shared culture and vision to strive towards outstanding in all areas

We aim to provide a multitude of learning opportunities within a vibrant, creative and inclusive environment, whereby students can discover their strengths, talents and interests and pursue them to the highest standards to become the best they can be.

As well as attaining the highest academic standards possible, we want students to thrive in all areas of life, developing creatively, socially, emotionally, and spiritually. Ultimately, we want our students to stand out as model citizens of whom society can be proud, valuing justice, honesty, and integrity and with a strong sense of responsibility, independence, and respect for all people.

We believe that all students can aspire to achieve greatness, irrespective of their needs or starting point. Within the framework of *Aspire to Greatness*:

The Dorcan Academy is a caring community where:

- Every student has an entitlement to feel valued and to realise their potential.
- Every student experiences a broad, balanced, relevant, and challenging curriculum, which takes account of individual abilities, talents, and personal qualities.
- All staff share the responsibility to ensure that all students, including those with additional needs have learning experiences to ensure progress.

- The Learning Support team is fully committed to a working partnership with parents/carers, as they hold key information and have a critical role to play in their child's education.

The Dorcan Academy recognises that a child or young person has special educational needs and/or a disability if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have 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 or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2015] the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] and the Equality Act [2010]. Our SEND policy and our practice aim to reflect these principles.

This Academy information should be read in conjunction with the SEND Policy and the Swindon local offer:

<http://www.dorcan.co.uk/media/policies/25F%20TDA%20Additional%20Needs%20incorporating%20SEN%20and%20Disabilities%20Policy%202020.pdf>

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/send-portal/faqs-send-portal-for-parentcarers/>

Special Educational Needs or disability is identified in terms of learning and cognition, communication and interaction, social, mental, and emotional health, physical and sensory needs.

The identification of SEND is built into the overall approach to monitoring the progress and development of all students. The Dorcan Academy believes that each student and their parents have a right to be involved in making decisions and exercising choices. The Dorcan Academy is committed to working in partnership with the student, parents/carers and outside agencies to identify needs, to provide support and to monitor their progress.

### **The Dorcan Academy's objectives for SEND provision are:**

- To ensure students have access to a broad and balanced curriculum.
- To ensure students follow an appropriate academic pathway that suits their needs, ability, and aspirations
- To provide a differentiated curriculum appropriate to the student's needs and ability.
- To ensure the identification of all students requiring SEND provision as soon as possible.
- To ensure that the Academy has a strong inclusive culture that best suits all our SEND students.

- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND students are involved in making decisions affecting their future
- To liaise with specialists and other agencies to access specialist support for students and parents.

### **The Dorcan Academy Information**

A student may be identified as SEND at any stage in their school life. This could be a long-term difficulty which requires sustained support. It could also be a short-term need which may require an intervention.

### **Does the Academy discriminate against disabled students in its admission?**

The Academy complies with its legal responsibilities under the Special Educational Needs Code of Practice 2014 and Disability Equality Act 2010.

- The Academy will accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the Academy can cater adequately.
- Parents of a child who has any disability should provide the Academy with full details prior to the admissions procedure, before accepting the offer of a place.
- Based on the disability information, the Academy will assess the student's needs and consult with parents and other relevant bodies about the adjustments.

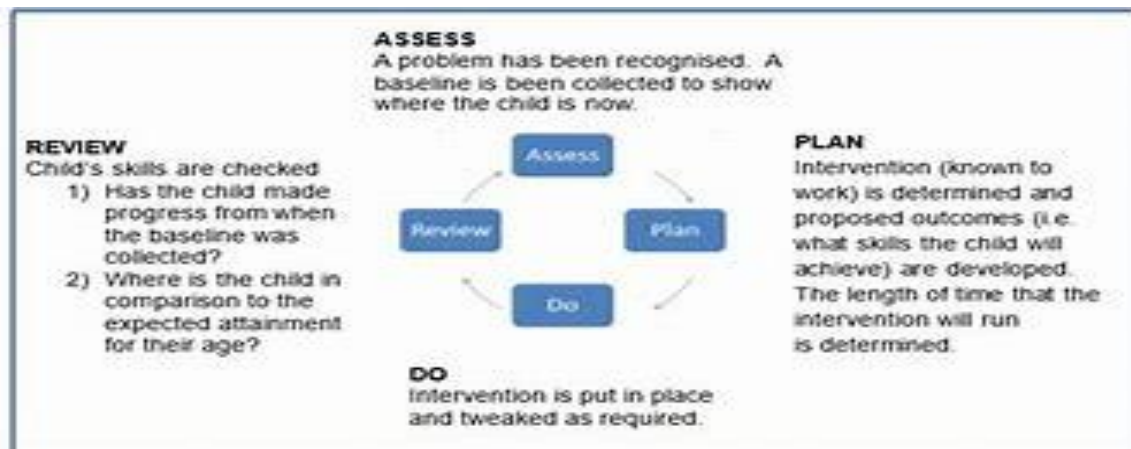
### **How does the Academy assess the needs of Special Educational Needs students?**

The Academy relies on prior information from the child's primary school. Information we receive from the primary school forms the basis of our further assessment and support. On entry into Year 7, every student will be assessed using the Cognitive Abilities Tests (CATs) and a Diagnostic Reading Test (NGRT) to ascertain if a child will require any additional support. There are other specific screening tools that are used to suit individual needs and abilities.

Information provided by the Head of House, subject teachers and teaching assistants during Year 7 transition week also helps in identifying needs and informing the allocation of support and intervention to individual students.

The Academy also uses the termly assessment cycle data provided by all subject teachers to monitor the progress of students. If these suggest that a child is not making the expected progress, the subject teacher, in consultation with the SENCO, may decide if an additional and/or different provision would be the best option in terms of accelerating the student's progress.

In meeting the needs of our SEND students, the Academy uses the following graduated response:



### How would my child with SEND be supported?

The Academy offers varied and different support and provision based on your child's needs and condition. All support and provision is personalised to meet individual needs. The Academy uses the three-wave structure of support and provision (outlined below) to ensure that your child's needs are adequately met.

Students with high level of needs will have their targets set by the subject teacher, with the SENCO providing support and advice. Targets would be reviewed termly to ensure that the necessary adjustment is made to reflect the child's progress.

Students needing pastoral support (SEMH) are provided with a key worker who meets with your child periodically to listen to them and to discuss with them any concerns that they may have in lessons or in the Academy.

**Wave 1: High quality teaching:** The Academy believes in sound teaching and learning practices which enables all students to make the expected progress. Lessons are well differentiated to meet the individual needs. Whole classroom systems and management also help to offer the support that all the students may need to make appropriate progress.

**Wave 2:** Some students may also require additional support to enable them catch up or step up to their targets and make progress. These interventions may be in the form of:

- Use of in-class Teaching/Learning support assistants (TAs)
- Small group literacy/numeracy work with TAs or a specialist teacher.
- Language /numeracy withdrawal sessions with HLTA/specialist teacher.
- Nurture group (NEST) where students can access the curriculum at their own pace and learning styles with a well-trained facilitator.
- SENCO monitors all support and provisions to ensure progress.

- External agencies involvement where appropriate.

**Wave 3 Support:** This could be a combination of wave 1 and 2, but in addition, students who may require 1-1 support. This is not only an intervention but rather additional/different provision. These may include:

- In class support (1-1)
- Withdrawal sessions for Numeracy, Literacy, and language support
- Pastoral Support through the Hub and the Vault
- Emotional skills / social skills sessions
- Counselling sessions
- Sensory Therapy (by recommendation)
- External agencies involvement – EP, SLT, PCT, TaMHS
- Referral for an Alternative Provision, where suitable

### **How does the Academy's Curriculum match to my child's needs?**

- Subject teachers are aware of the needs of all SEND students and understand their provision and support pathways.
- Subject teachers, with support from the SENCO, will set targets for students on EHCPs. All other SEND students will have Learning/Pupil Passports.
- Subject teachers will differentiate tasks and work based on needs to enable students to access the curriculum more easily.
- Some students benefit from TA support and other interventions based on needs (Wave 1-3)
- Examination access arrangements are available for SEND students to enable them to reach their full potential (Scribe, Reader, Reader pen, extra time, and modified papers)
- The SENCO liaises with subject teachers, Head of House and subject leaders to discuss the most appropriate provision.

### **How would I as a Parent/Carer be informed of my child's progress?**

To ensure we can provide the best support for your child, the contributions of parents are critical so that we can work together to help your child achieve their full potential. We will keep you informed by:

- At any stage in the identification and assessment process sharing any concerns we have, and what the Academy is doing to address these for your child
- You will receive a termly progress report which shows the current academic performance of your child compared to their target grades.
- Yearly parents evening, where you can interact with your child's subject teachers to discuss progress. (Subject to COVID-19 guidelines)
- Yearly parents get together /coffee morning to highlight the Academy's SEND provision, and to discuss your child's progress and concerns. (Subject to COVID-19 guidelines)

- Annual review meetings with students on an EHCP, where outside agencies that support your child's education would be present.
- Reports from Key worker meetings for high level need students will be shared with you.

### **What training and preparation do my child's TAs and SENCO have?**

- Our SENCO is a qualified teacher and holds the National SENCO Accreditation.
- All TAs receive regular training of a specialist nature. They also receive regular updates on local and national issues regarding SEND and the SEND code of Practice.
- All our subject teachers are fully equipped to teach and provide for personalised learning. The Academy continues to offer CPD relating to SEND.

### **How does the Academy support my child to access the curriculum?**

- The SENCO is in constant dialogue with subject teachers and the pastoral team to ensure that SEND students are accessing the curriculum. The SENCO supports subject teachers in setting realistic and measurable targets that are commensurate with the needs of every student.
- The Academy also uses well-established Alternate provision centres where students could access education that suits their personal needs. The SENCO, who is the Coordinator, can be contacted regarding an alternative provision.
- Homework clubs are run by TAs to further support students' learning and help students to complete tasks/work given by subject teachers.
- The Academy also uses tried and tested catch up programmes to augment classroom teaching and learning.

### **How does the Academy prepare my child for Transition from Key stage 2 to Key stage 3?**

#### **Key stage 2- Key stage 3**

- The Head of Year 7, Transition Coordinator and SENCO visit all feeder primary schools to meet with potential Year 7 students and their class teachers. In the current COVID-19 restrictions, virtual meetings could replace face to face meetings.
- Parents and students can arrange to visit the Academy to see the facilities and SEND provision. This would provide the opportunity to meet the Headteacher, SENCO, Heads of House and Heads of Departments.
- The Academy facilitates two weeks' summer school to help students to understand the secondary school system and to prepare them in Numeracy and Literacy.
- The Nurture group (NEST) supports the most vulnerable students to equip them with coping skills, getting them ready for secondary school life
- Special meetings with parents to put in place transition support plans
- Lunch 'get together' with the SEND team to highlight/signpost various support within the Academy.

### **What about transition from key stage 3 to key stage 4**

- At the start of Year 7 The Academy offers different pathways and students are selected based on their needs. This makes it easier for your child to have a smooth transition from key stage 3 to key stage 4 (Year 9 to Year 10).
- The Academy organises a Year 9 Options Evening and several assemblies to prepare students for selecting their option subjects.
- The SENCO supports Year 9 SEND students who may be struggling to make suitable option choices; in this case parents are well informed and are part of the decision-making process.
- Working with the SENCO/ Alternate provision Coordinator on option choices.

### **Key stage 4-Post 16**

- The SENCO facilitates personal meetings with Year 11 SEND students and parents
- The Career guidance and counselling coordinator provides support throughout the year to prepare Year 11 students for Post 16 provision.
- The Academy supports SEND students to prepare for and to attend open evenings at the colleges and to attend career fayres
- SEND students are supported with their college applications and college visits, where appropriate are arranged.
- The SENCO will liaise with your child's college of choice, provide all information that may help students to access the needed support and to help them settle well into college life and the courses they have chosen to study.

### **What should I do if I am worried about lack of progress or wellbeing of my child?**

If you have concerns about your child's progress in a subject, you should first communicate with your child's subject teacher or the Head of department.

If you have concerns about your child's progress more generally you should communicate with your child's Head of House or the SENCO

In our assessment cycle, teaching staff may also have concerns about lack of progress, or wellbeing. They may discuss their concerns with you and find ways to address such concerns.

If your child is then identified as not making progress, or has concerns regarding wellbeing, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you and your child may have.
- Assess, plan, and agree any additional support your child may receive.
- Discuss with you and your child any referrals to outside professionals to support your child's learning.

Heads of House meet the SENCO and Pastoral Leaders each fortnight to discuss strategies to support students who are concerning us.

All SEND support follows a pattern of **Assess, Plan, Do and Review**. Parents and students are involved particularly in the plan and review stages of the process.

Assessment includes looking at subject levels, Cognitive Ability Tests and Literacy Tests as general screening tools for all students.

For students where we are looking at wellbeing, we use a pastoral indicator and/or "The Boxall Profile".

For specific difficulties we use a phonological processing test. We may also observe students in their lessons to make an informed judgement of their needs.

### **Who do I Speak to when I have any concerns?**

- The SENCO is available to discuss any issue or concerns that you may have. You may contact him on 01793 525231
- The Link governor for SEND is Pat Porter, who can be contacted via the Academy's main reception on 01793 525231
- The contact for SEND parent partnership in Swindon (SENDIASS) on; [fjames@swindon.gov.uk](mailto:fjames@swindon.gov.uk) or by calling 01793 466515