
SEND Information Report

Rationale

Darton Academy is fully inclusive, providing every opportunity for all learners to develop their potential personally, socially, spiritually, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religious affiliation, social background, SEND or disability. Darton Academy is a new build and as such is fully accessible for learners with a wide range of needs, including full wheelchair access, height adjustable furniture, braille signage and hearing loops.

The following document provides current and prospective parents and carers with information regarding the ways in which we support all of our learners in order that they realise their full potential, whatever that may be. It must be stressed that this document is continually developing to meet the changing requirements of individual learners.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Special Educational Needs Code of Practice: for 0 to 25 years (January 2015)

In order to support children with an identified additional need, plans are developed by school in partnership with families and outside agencies/specialist professionals, if appropriate, these are reviewed regularly.

Summary of provision

Our primary aim as a school is to provide quality first teaching for all of our learners. Each class teacher will have the highest possible expectations for your child and all learners in their class. All teaching is based on building on what each learner already knows, can do and can understand. Different teaching methods are used so that all learners are fully involved in learning in class.

In addition to quality first teaching, Darton Academy offers many different forms of additional provision to support both their academic development and their social and emotional wellbeing. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible grouping (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies, following which specific strategies will be implemented to enable your child to access learning to the best of their ability. The most important point is that additional provision depends on the needs of each individual with plans created and implemented according to individual need.

For learners with complex needs, the frequency of such provision may result in the school applying for additional funding to support a child or group of pupils, known as High Needs Funding. This additional funding can be used in a variety of different ways to ensure that the learner's needs are met and appropriate progress is made.

How is the curriculum and extra-curricular provision adapted to meet individual needs?

The curriculum is constantly monitored, modified and personalised to ensure that individual needs are met and pathways structured to ensure that each individual accesses a curriculum appropriate to their needs. As part of quality first teaching subject teachers differentiate lessons to ensure that an individual's barriers to learning are addressed and work is differentiated to ensure access and achievement for all. Darton Academy is an inclusive school, and as such extra-curricular and enrichment activities are available for all learners in school, irrespective of need.

Who are the best people to talk to about my child's difficulties and how can I talk to them?

Step 1	Step 2	Step 3
<p>Contact your child's subject or form teacher via telephone call to reception (01226 382568)</p>	<p>Contact your child's Progress Leader via reception or by email</p> <p>Year 7 - Mrs Fitzpatrick vfitzpatrick@dartoncollege.co.uk</p> <p>Year 8 - Mrs Fitzpatrick vfitzpatrick@dartoncollege.co.uk</p> <p>Year 9 – Mr Wade mwade@dartoncollege.co.uk</p> <p>Year 10 - Mrs Gregory hgregory@dartoncollege.co.uk</p> <p>Year 11 - Mrs Gregory hgregory@dartoncollege.co.uk</p>	<p>Contact the school's SEND team via reception or by email:</p> <p>Learners in Years 7 and 8 - Mr Barclay abarclay@dartoncollege.co.uk</p> <p>Learners in Years 9, 10 and 11 - Miss Deakin bdeakin@dartoncollege.co.uk</p>

How can my child get help in school?

Step 1	Step 2	Step 3	Step 4	Step 5
Quality first teaching	Small group work/intervention provided in class	Short term, targeted intervention in small groups or individually	Specialist intervention following advice from outside agencies	Specialist intervention led by outside agencies

What different types of support are available for learners with SEND in this school?

A number of tailored intervention programmes run in school as and when required. Programmes include support for academic development linked to particular subject areas as well as those designed to support an individual's social and emotional wellbeing and development. Further information about these is shared with parents of the learners who are participating as necessary.

In addition to the short term targeted interventions offered, Darton Academy currently has Nurture groups. These groups provide on-going academic and pastoral support for learners with high needs or significant difficulties. Placement in these groups follows discussions with feeder primary schools, parents and, where appropriate, the young people themselves. The use of Nurture groups is being phased out and is only available to learners currently at Darton Academy.

How will the school let me know if they have any concerns about my child?

Step 1	Step 2	Step 3
Telephone call from subject teacher/form teacher.	Telephone call from Progress Leader/Curriculum Team Leader.	Telephone call from Year group SLT Link or the School Senco's (Alex Barclay and Beth Deakin)

The school has specific criteria, developed in line with local authority guidance, which is used to identify learners who may have SEND. This criteria is referenced following data collection points to ensure that learners who may require additional support are identified.

How is extra support allocated to learners at Darton Academy?

The school budget includes money for supporting learners with SEND. The Principal, Vice Principal and SENCO's discuss all of the information they have about SEND learners within the school and then decide what training, resources and support is required. All resources, training and support are reviewed regularly, impact measured and future funding allocations adjusted accordingly.

Who are the other people providing services for SEND learners at Darton Academy?

Darton Academy	Local Authority	Health Service	Voluntary Agencies
SENCO SEND teacher Learning Support Assistants Mentors Educational Psychologist	Inclusion Services Educational Psychologist (Statutory work) Disabled Children's Team Social Care YOT	Occupational Therapy Physiotherapy CAMHs School Nursing (one to one support and drop in sessions) MindSpace	Barnsley Youth Services The Junction Project

How does Darton Academy ensure that staff are fully equipped to meet the wide ranging needs of individual learners?

Stage 1	Stage 2	Stage 3
Class teachers and LSAs are supported in providing quality first teaching via data on sims, SEND register information and learner passports (for high needs individuals).	Informal support requested from LSA team/Senco to enable class teachers to meet individual needs where learners are not making progress appropriate to their starting points or are experiencing difficulties of any nature.	Individual/team/whole school training facilitated for staff as common areas for development arise.

How does Darton Academy ensure that provision for learners with SEND is effective?

The progress of all learners is monitored by progress leaders, curriculum team leaders and the senior leadership team following data collection points. This allows key staff to ensure that all groups and individuals are making progress appropriate to their starting points. Where a specific need is identified staff training is implemented accordingly to ensure that all needs are met.

How will school measure progress of individuals in school and how will I know what progress my child is making?

All learners	School Support learners	Learners with statements of SEND/EHCP
<p>Progress for all learners is tracked following data collection points - three times annually for KS3 and four times annually for KS4 learners. Class teacher and form teacher interventions are then put into place as appropriate. Reports sent to parents following data collection points.</p> <p>Annual parents evening.</p>	<p>Progress tracked for all SEND learners following each data collection window. Programmes of intervention implemented accordingly.</p> <p>Reports sent to parents three times annually (one full report and two interim).</p> <p>SENCO to review attainment and progress of learners in line with identification criteria and adapt provision as required.</p>	<p>As for SEND learners, plus:</p> <p>Annual review process which includes reports from school staff and key worker, information from outside agencies where appropriate, and learner and parent voice to ensure a person centred approach.</p>

What support does the school have for you as a parent of a child with SEND?

Stage 1	Stage 2	Stage 3	Stage 4
Form/subject teachers	Progress Leaders/Pastoral Team	SEND Team Alex Barclay (Senco - KS3) Beth Deakin (Senco - KS4) Kim Boyd (LSA Manager) LSA Team	Outside agencies See Local Authority offer: www.barnsley.gov.uk/localoffer

In situations where a child has SEND and is looked after by the local authority the school will work with all agencies involved to ensure that the needs of the individual are met.

How will my child's voice be heard?

Learners with statements of SEND have a key worker who they meet with regularly to review provision, set targets and to ensure that their opinions are heard and any issues arising are addressed. Our anti-bullying focus group, led by Mrs Kay, includes learners with SEND to ensure that any common issues which arise for this group are heard and overcome. Members of pastoral staff are available at break and lunchtimes on a 'drop-in' basis to deal with any bullying issues which may arise, an anti-bullying inbox 'Tell ABI' also allows learners who are experiencing difficulties but do not have the confidence to speak out to leave a message for staff which will then be followed up.

How does the school support transition for learners with SEND?

Darton Academy recognises that moving on, both between and within settings, can be a challenge for learners with SEND. We aim to ensure that any periods of transition are carefully managed and are as smooth as they can possibly be.

Moving into Darton Academy	Moving within Darton Academy	Moving into post 16 provision
<ul style="list-style-type: none"> • Summer activities for those learners meeting the specified criteria. • Meetings with primary SENCOs. • Transition documents completed by primary schools. • Liaison with outside agencies. • Production of learner passports where appropriate to include key data. • Attendance at annual reviews for learners with statements of SEND in year 5 and 6. 	<ul style="list-style-type: none"> • Key worker support for high needs learners at times of transition. • Summer activities for those learners meeting the specified criteria. 	<ul style="list-style-type: none"> • IAG officer provide support for learners in the Power Group. • Connexions PAs work with learners with statements of SEND and those identified as having a specific need. • Additional 'taster sessions' at chosen provider arranged for high needs learners.

<ul style="list-style-type: none"> Additional transition visits for learners with high needs. 		
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What kinds of special educational needs can be met at Darton Academy?

Special educational needs fall into four broad categories as defined by the SEND Code of Practice (January 2015). These are:

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
<p>This area includes learners with speech, language and communication needs and those with an Autistic Spectrum Disorder.</p>	<p>This area Includes learners with, amongst others, moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) which encompasses dyslexia, dyscalculia and dyspraxia.</p>	<p>This area includes, amongst others, social and emotional difficulties which can present in many different ways, ADHD, attachment disorders, challenging behaviours, anxiety and depression, self-harm, substance misuse and eating disorders.</p>	<p>This includes hearing impairment (H.I.), visual impairment (V.I.), multi-sensory impairment (M.S.I.) and physical difficulties (P.D.)</p>

Darton Academy is an inclusive school which aims to provide for the individual needs of all learners. However, if the learner's needs are found to be more significant than can be met within the setting a more specialised provision may need to be considered. There are a number of resourced provision sites situated in schools across the borough which are equipped to meet a range of needs.

What should I do if I am not happy with the provision my child is receiving?

Darton Academy welcomes the opinions of parents and aims to deal with any issues arising effectively using the channels outlined above. If however, you continue to have concerns a copy of our complaints procedure can be found at the following web address:

<https://www.dartonacademy.org.uk>

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