



Daubeney Academy's Local Offer

Name of School/College/Setting	Daubeney Academy
Type of setting	Years 6 - 9
Name of SENCO	Mrs Tessa Cliff-Reid
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Link to SEN page of schools website	http://www.daubeneyacademy.co.uk/send.htm
Information Attached	Yes/No

School's Inclusion/Mission statement
 Working together for your child.
 We aim to provide a caring, secure and supportive environment with emphasis on encouragement and praise, offering all of our pupils the opportunity to grow and develop into successful young adults.

1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?
What opportunities are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

There are several opportunities to discuss your child's progress and targets through the year. You can also find out how you can support your child:

- Parent consultation evenings, which are twice a year.
- Student Passports for students who have been identified as SEN Support, (pupils requiring additional support) which are established during Autumn 1 and reviewed as necessary.
- All parents can email staff if they wish to discuss their child's progress.
- The students themselves are given regular feedback on their progress and ways to move forward.

The school has points during the year where pupil progress information is collected from all teachers. The SENCO plus all subject leaders look at this information and put into place strategies to support students who are not making the required progress.
 All students have targets for each subject so parents know what their children are working towards. Parents can communicate with their child's teachers by email or through their child's organiser. Parents can also ring the school.

Additional Parents information evenings:
 Year 6

- An evening for parents to gain information on how to help their children succeed in SATs.

Key Stage 3

- A parents' information evening, where parents can meet subject leaders and be shown resources used in the school and tips on how they can help their children.

At additional times there are parent information evenings for example, about the new Code of Practice.

2. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

Daubeney Academy has high expectations of Quality First Teaching and these expectations are displayed in student-friendly language in every teaching room.

The building is wheelchair accessible, except for the art room, which is only accessed by a flight of stairs. Art will be taught in an alternative room which has wheelchair access, as necessary. All other steps also have ramps. The school has wide doorways and remote controlled fire doors. There are two disabled toilets in the school, which are large enough for changing facilities.

Every classroom has an interactive whiteboard where the background colour and fonts can be changed to assist learning. Most corridors and classrooms are carpeted to reduce background noise.

The school has interpreters available for several languages and we also have parents, where appropriate, who are willing to translate on behalf of others and if it is not confidential pupils are often keen to help. We also make use of programmes such as Google Translate. Students with English as an Additional Language receive support as required.

3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

Children who need additional help are identified in several ways:

- The school has meetings with the feeder schools to transfer information of student's needs and strategies already in place to meet those needs. This enables us to put into place strategies and interventions once the students start at Daubeney.
- All students have literacy and numeracy tests during the first few weeks of entering Daubeney. Students who are struggling in these areas are identified and placed on interventions.
- It is imperative to all staff at Daubeney that parents/carers are at the centre of their child's experience. For this reason staff who have concerns about a student will speak to the family in the first instance and then will refer them to the SENCO, if needed. The SENCO will look at the student's progress, suggest adaptations that can be made in class and, if appropriate, arrange further assessments. The SENCO will arrange a meeting with the parents, if necessary.
- Parents at any time can discuss their concerns with the SENCO, Form Tutor or subject teachers.

4. How will early years setting / school / college staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

The SENCO oversees the Student Passport for students who have been identified as having Special Education Needs or Disabilities. The passports include an outline of the student's needs and how these present in the school setting. In addition to this all reasonable adaptations and strategies made by staff are listed alongside strategies for the student to help themselves. Any

additional support and/or interventions that the student accesses are also recorded.

Interventions that a student may access include:

- Sounds-Write: 3 x 15 minute sessions a week
- Reading Partnership: 3 x 20 mins a week, for 8 weeks
- Lexia: 4 x 20 mins a week
- Hornet Literacy Primer: $\frac{3}{4}$ x 20 mins a week
- 1-1 reading: 4 x 15 mins a week
- Power of 2 maths: 2 x 20 mins a week
- Memory Booster: $\frac{2}{3}$ x 20 mins a week
- Speech and Language Therapy: 30 mins/1 hour a week
- 1-1/1-2 fine motor skills development: 2 x 30 mins a week
- 1-1/1-2 physio exercises: 2 x 20 mins a week
- Teaching Assistant support in lessons.

The progress of the students on the intervention programmes is monitored regularly, in various ways by the SENCO and the Maths and English Curriculum Leaders.

The Governors School Improvement Group, also monitor all student progress with regular reports from the Head Teacher.

5. How will the curriculum be matched to my child's/young person's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

It is the responsibility of every teacher to meet the needs of the Special Educational Needs or Disabilities (SEND) students in their class. All teachers are given detailed information about the students in their class, along with strategies, and Quality First Teaching expectations are displayed in all classrooms. There is a range of ways that lessons are differentiated:

- Writing frames
- Visual timetables
- Specific approach and strategies in lessons, including differentiated work.
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- 'Hands on' resources
- Questioning
- Expected task
- Use of specialist equipment: writing slopes, coloured overlays, specialist writing equipment
- Support in lessons

6. What support will there be for my child's/young person's overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

Safeguarding and students' emotional wellbeing is a high priority in the school. The school have the following:

- A Family Worker to support the emotional wellbeing of the students. She meets regularly with individuals.
- A school nurse who has a drop in session one lunch time a week.
- A Pastoral Hub and The Oasis, in the heart of the school, where students are able to access immediate and high quality support.
- Well-being notes are sent out weekly

Medication is kept in a locked medical cabinet in the office and is administered by a qualified First Aider.

Students with challenging behaviour are supported in a number of ways:

- There are clear behaviour policy and students are taught the expectations for behaviour and the consequences that may follow using a Restorative Approach
- Students with challenging behaviour are supported with positive report cards, which are signed by teachers at the end of every lesson. These can be given by Form Tutors, Progress Leaders or Senior Leadership
- Significant behaviour incidents may result in students spending time in the Behaviour for Learning and Understanding Expectations (BLUE) room
- The school has a Learning Support Base, where students can be withdrawn for some lessons or given support from the Base during lessons.

7. What specialist services and expertise are available at or accessed by the setting / school / college?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

Daubeney Academy has access to various specialist services available in Bedford Borough. Support accessed by the school includes:

- Educational Psychologist
- Autistic Specialist Teacher
- Sensory Impairment Specialist Teacher (hearing, vision and sensory)
- NHS Speech and Language Therapy
- Magic Words Speech and Language Therapist
- Year 9 CAMH worker
- CAMH (Child and Adolescent Mental Health Service)
- CHUMS (Bereavement and social and emotional support)
- Strengthening Families (Programme to help parents with children at home)

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

The school aims to include all students with Special Educational Needs or Disabilities in trips and outside activities. Each case is dealt with on an individual basis and adaptations are made, as appropriate, alongside discussions with parents and outside specialists as required. In the past this has included taking a wheelchair, having an additional adult allocated to a group for a student, preparation before the trip so the student knows what is going to happen.

All students are welcome to come to the Breakfast Club and other clubs run in the school. Adaptations are made on an individual basis.

9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

Transition to and from Daubeney Academy, is planned in advance, as the school believes this is vital for students for a smooth transition.

Students with additional needs, who have been identified by the school as needing additional transition arrangements from feeder schools, and those moving on to other settings, will have an individual transition programme. An example of this is:

- Visit 1: with parent/carer to meet the SENCO and look around relevant areas of the school.
- Visit 2: with a small group from the previous setting and a member of staff

- Visit 3: with a small group join a lesson with Daubeney support staff.
- Visit 4: with all the students from their school.

A booklet may be given to transition students with photos of staff they will be in contact with and main areas of the school.

Students moving to other settings will have an individual programme and this varies according to the school. Most will have additional visits as well as the transition days.

10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

Decisions for support vary. These can be made because of difficulties highlighted by the previous school, assessments carried out at Daubeney and concern over the progress of a student. Parents may also highlight difficulties.

The decisions are made by the SENCO, subject teacher and Form Tutors. Parents are also involved in the decision.

11. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

Parents are able to contact Governors, some of whom are parents, who are involved in decision making for the school.

Parents opportunities to be included in the school life include the following:

- The school has a very active Parent Teacher and Friends Association.
- At least two parents evenings a year for each year group.
- Open evening once a year for all prospective students. Followed by an open morning so parents can see the working school.
- Year 6 have a SATs evening where parents can get advice on how to help their children succeed.
- There are opportunities to come into the school for example for music concerts and Macmillan Coffee afternoon.
- All parents can contact teachers by email.
- The website has comprehensive information about the school which is regularly updated.
- A Parents'/carers' coffee morning is held at the start of each half term to enable parents to come in for an informal chat with SLT members including the school SENCO.
- Parent support groups for specific needs

12. How are children and young people included in the planning for their support and provision?

How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?

For those students who are SEN support (students requiring additional support), a meeting is held with the parent/carer and the student to gain both views which is written into the Student Passport and the provision to be provided will be discussed, as well as strategies to support the student. Students will be involved in all reviews.

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

