

Bedford Borough Local Offer

Education Setting Information Form

Name of Education Setting	Daubeney Academy
Description	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.
Age Range	11 - 16

Address	Orchard Street
	Kempston
	Bedford
Post code	MK42 7PS
School Day	8.45 - 3.30
Ofsted Registration	Good

Breakfast and After School Club Opening Available?	Yes Breakfast Club times - 8.15 - 8.45
Cost?	Breakfast Club is free to students in receipt of PPG Music clubs in school are free Sports clubs are free
Cost Description	Breakfast Club - varied menu if paying, no more than £3 needed daily

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?	<p>Children who need additional help are identified in several ways:</p> <ul style="list-style-type: none"> • The school has meetings with the primary 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. • Staff who have concerns about a student will refer them to the SENDCO/Assistant SENDCO, who will look at the student's progress and, if appropriate, arrange further assessments. The SENDCO/Assistant SENDCO will arrange a meeting with the parents. • Parents at any time can discuss their concerns with the SENDCO/Assistant SENDCO, Form Tutor or subject teachers.
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<p>How will early years setting/school/college staff support my child/young person?</p>	<p>The SENDCO/Assistant SENDCO oversees the Student Passports for students who have been identified as having Special Education Needs and/or Disabilities. The passports outline the individual needs of the student and strategies that will support them to achieve to the best of their ability. They also include interventions that are overseen by the SENDCO/Assistant SENDCO, or in some cases the subject leader, and run by Teaching Assistants. The time and frequency of these depends on the programme.</p> <p>For example:</p> <ul style="list-style-type: none"> - Teaching Assistant support in lessons - In-school speech and language therapy - Fine motor/handwriting programmes - Memory strategy programmes - Lexia - Emotional Literacy - Hornet: a spelling and phonics programme - Mental arithmetic <p>The progress of the students on the intervention programmes is monitored regularly, in various ways by the SENDCO and the Maths and English Curriculum Leaders.</p>
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>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. The SENDCO/Assistant SENDCO offer support and advice continually to ensure that all students are accessing the curriculum appropriately. There is a range of ways that lessons are differentiated:</p> <ul style="list-style-type: none"> • Visual timetables • Writing frames • Specific approaches and strategies in lessons, including differentiated work. • Tablets, laptops or other alternative recording devices • Use of a scribe • Peer buddy systems • Positive behaviour rewards system • Graphic organisers • Picture dictionaries • 'Hands on' resources • Questioning • Expected task • Use of specialist equipment: writing slopes, coloured overlays, specialist writing equipment, Radio Aids, visualisers • Support in lessons <p>Daubeney Academy works hard to ensure that all students are able to access a curriculum that meets their needs. To this end, we proudly offer a bespoke curriculum in Years 10 and 11 for those students requiring alternative pathways.</p>
<p>How will both you and I know how my child/young person is doing and how will you help me to</p>	<p>There are several ways in which your child's progress and targets are discussed and communicated through the school year.</p>

<p>support my child's/young person's learning?</p>	<ul style="list-style-type: none"> - Termly reports showing academic progress. - Parent consultation evenings twice a year. - Student Passports for students who have been identified as SEN Support, (pupils requiring additional support). - All parents can email and/or phone staff if they wish to discuss their child's progress and/or request meetings. - Students are given regular feedback on their progress and ways to move forward. - Termly assessment periods, following which results are scrutinised to ensure appropriate progress is being made, and adaptations are made to support students where necessary. - Targets are set termly in each subject and shared with students
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<p>What support will there be for my child's/young person's overall wellbeing?</p>	<p>Safeguarding and students' emotional wellbeing is a high priority in the school. The school has the following:</p> <ul style="list-style-type: none"> - A fulltime Family Worker to support the emotional wellbeing of the students from The Haven room in the heart of the school. - A school nurse who has a drop in session one lunch time a week. - The Pastoral Team meet regularly to discuss high priority cases. - A Learning Support Base, with a dedicated Behaviour Coach, to which students with on-going challenging behaviour are referred and offered emotional support, learning opportunities outside of the classroom, and support in-class. - Clear and consistent behaviour and reward/sanction policies. <p>Medication is kept in a locked medical cabinet in the office and is administered by a qualified First Aider.</p> <p>The school works closely with external agencies, including CAMHS and CHUMS, to ensure that students receive the appropriate support.</p>
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<p>What specialist services and expertise are available at or accessed by the setting/school/college?</p>	<p>Daubeney Academy has access to various specialist services available in Bedford Borough. Support accessed by the school includes:</p> <ul style="list-style-type: none"> - Educational Psychologist - Specialist Autism Teacher - Sensory Impairment Specialist Teacher (visual and hearing) - Private Speech and Language Therapist, resourced by the school - NHS Speech and Language Therapy - NHS Occupational Therapy - NHS Physiotherapy - CAMH (Children's psychiatric service) - CHUMS (Bereavement and social and emotional support)
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<p>What training are the staff supporting children and young people with SEND have had or are having?</p>	<p>There has been much training for the whole school staff. This includes:</p> <ul style="list-style-type: none"> - Emotional Attachment - Autism Spectrum Disorder - Attention Deficit Hyperactivity Disorder - Quality First Teaching - Visual Impairment - Acquired Brain Injury - Effective differentiation <p>The SENDCO holds the National Award for SEN Coordination, a Masters in Educational Leadership and Level 3 AptEd Speech and Language Support qualification. The Assistant SENCO holds the Level 2 and Level 3 Supporting Teaching and Learning in Schools, and Level 4 Advanced Skills for Teaching Assistants (Special Educational Needs focus).</p>
<p>How will my child/young person be included in activities outside this classroom including school trips?</p>	<p>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.</p>
<p>How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?</p>	<p>Transition to and from Daubeney Academy, is planned in advance, as the school believes this is vital for students for a smooth transition.</p> <p>Students with SEND who have been identified by the school as needing additional transition arrangements, either from primary schools or to further education settings, will have an individual programme. An example of this is:</p> <ul style="list-style-type: none"> • Visit 1: with parent/carer to meet the SENDCO and look around relevant areas of the school. • Visit 2: with a small group from the school and a member of staff, students join a lesson and also complete an activity in the SEND Base. • Visit 3: with a small group join 2 lessons with Daubeney support staff. • Visit 4: with all the students from their school on transition/visit days. <p>Daubeney has a Careers Advice member of staff who works closely with students throughout Year 10 and 11 to ensure students are aware of all the opportunities available to them.</p>
<p>How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>Decisions regarding allocation of resources are made for every student on an individual basis. These decisions are informed by in-school testing by the SENDCO/Assistant SENDCO and by recommendations made by external professionals working with students. These are constantly monitored and adapted as required. The school has a wide</p>

	range of resources, equipment and expertise that are deployed on an as identified and as needed basis.
How is the decision made about what type and how much support my child/young person will receive?	Decisions regarding the typed and amount of support a student receives are made for every student on an individual basis. These decisions are informed by in-school testing by the SENDCO/Assistant SENDCO and by recommendations made by external professionals working with students. As students' needs can change over time, support is constantly monitored and adapted as necessary.
How are parents involved in the setting/school/college? How can I be involved?	Parents opportunities to be included in the school life include the following: <ul style="list-style-type: none"> - 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. - All parents can contact teachers by email. - The school website has comprehensive information about the school which is regularly updated. In addition to this, school actively uses Twitter and Facebook to keep members of the community informed. - Parents are able to contact Governors, some of whom are parents, who are involved in decision making for the school.

Contact Name	Tessa Cliff-Reid/Ros Turner
Position	SENDCO/Assistant SENDCO
Telephone	01234 400111
Email	tcliff-reid@daubeneyacademy.co.uk/rturner@daubeneyacademy.co.uk
Website	www.daubeneyacademy.co.uk
Notes	Working days - Monday to Thursday (TCR)/Monday to Friday (RT)

Site Accessibility (To inform the images we display? Or do we want this in notes?)	Wheelchair accessible?	Y
	Changing facilities for children & Young People?	Y

	Adapted toilet?	Y
	Hearing Loop?	N
	Hoist?	N
	Minicom?	N
	1:1 staff ratios if needed?	Y

Any other information you feel is needed to be included regarding your service?