



Davenant Foundation School SEN Information Report March 2020

<p>How does the school know if students need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none">• The need for additional support is identified through assessment of the students including: screening, regular teacher assessment, observation and testing• We will communicate any concerns and consult with stakeholders, through Parent's Evenings, half –termly Pastoral meetings, termly Head of Year target setting with students and individual review meetings• We monitor the progress of all students during the year and intervene whenever the progress of a student is a concern• If you have concerns please contact the Head of Learning Support or the learning Support Centre Manager in the first instance
<p>How will school staff support my child?</p>	<ul style="list-style-type: none">• Subject teachers differentiate and adapt resources and teaching approaches to meet individual needs• Teaching assistants are subject linked and class based and provide additional support in lessons. In addition teaching assistants have specialist areas where they work on specific interventions• Support for students and parents/carers from the Learning Support Team, as needed• Support from outside agencies (direct working and advice for staff
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none">• On joining Davenant Foundation School all students undertake baseline assessment• We use appropriate assessment tools when students have taken part in an intervention. You will be informed of your child's progress• Student progress, behaviour for learning and any concerns are tracked and parents/carers are regularly informed of progress• Individual student review meetings are held with staff and parents/carers along with the school Parent's Evenings; we work closely with parents/carers to obtain their views and help shape provision for students• SEN staff delivering interventions review progress with students and seek their views• All students with SEN are actively encouraged to review their progress, identifying what is going well and areas to focus on
<p>How will provision be matched to my child's needs?</p>	<ul style="list-style-type: none">• Students with SEN are inclusively educated within an age appropriate class with their peers• Teaching and resources are differentiated and adapted within the classroom to ensure students are able to achieve learning objectives• The learning environment is organised and teaching approaches varied to develop the student's journey towards independent learning• If additional support is identified this is targeted and its impact reviewed• Student updates are provided regularly for staff to inform them of students' progress, personalised targets and recommended actions/strategies

<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • The Pastoral Team, in conjunction with Learning Support, if required, work with students to develop their social, emotional and mental well-being • Key workers are identified for students who need access to 1:1 emotional support • Some students receive small group/1:1 interventions to develop social and emotional skills • Professional counselling is available through referral for those students with more complex social, mental and emotional needs • The Head of Learning Support and the Learning Support Centre Manager are available for parents/carers to respond to queries or concerns
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • We seek advice from a range of professionals, including specialist teachers, educational psychologists, EWMHS, CAMHS, Speech and Language therapist, medical professionals, counselling and bereavement support as required.
<p>What training have the staff who support students with SEND had or are having?</p>	<ul style="list-style-type: none"> • Regular training, which is disseminated amongst all staff • Support from outside agencies to deliver whole staff training • All staff, teaching and support, have regular Level 1 training in Child Protection • Regular inclusion team meetings and training sessions • Targeted training to meet individual specific needs, as required
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Parents' Evening meeting with subject teachers • The school holds information evenings on revision and study skills for parents/carers • Individual student review meetings for students identified as having a Special Educational Needs; we work closely with parents/carers and the student to obtain their views and help shape their individual provision • Dedicated Learning Support Team who works with parents and students • Relevant information about how parents can support their child at home is shared at review meetings and at specific Home-School link meetings • Termly progress reports to parents/carers
<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • You will be invited to Parents' Evening meetings with the subject teachers • There will be review meetings for students identified as having SEN, and you will be encouraged to help shape provision for your child • You will be able to contact a member of the Learning Support Team if you have any concerns
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All students are allocated to one of the six Houses and are actively encouraged to participate in House events • We offer targeted extra-curricular activities, such as Spark to Life, Homework Club, Aspirations Project, etc. • Suitable arrangements are made for students to access extra-curricular activities and school trips e.g. additional 1:1 support if required
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • We meet the statutory requirements of the Equalities Act (2010) through the Single Equalities Scheme • Resources and teaching are differentiated according to individual student needs • We access support from outside agencies, such as Specialist Teachers, CAMHS, Educational Psychologist amongst others

	<ul style="list-style-type: none"> • Appropriate members of staff regularly take part in training and disseminate this as required • The school is accessible for those with physical difficulties (lifts, ramps) • ICT is used to support students' learning
Who can I contact for further information?	<ul style="list-style-type: none"> • Head of Learning Support – Mrs Blow • Learning Support Centre Manager – Mrs Katsikas
What is the arrangements for the admission of disabled students?	<ul style="list-style-type: none"> • The admission arrangements for students with SEND who do not have an EHCP is the same as other students • For those students who have an Education, Health and Care Plan there is a formal consultation by their Local Authority to the school. The school has two weeks to respond to the LA and must give reasons if they are unable to meet the student's identified needs and provide the identified provision.
How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • We liaise with feeder Primary Schools and offer additional meetings, visits and preparation for students who find transition more challenging • Our new students take part in Induction Day with additional support as necessary and parents/carers and students attend an evening Induction Meeting • Support for transition to KS4 is supported by information booklets, talks from staff, parents evening and discussion with the students and parents/carers, to identify appropriate option choices for KS4 • We offer social skills interventions for students who need additional support for transition • We work closely with parents, support teams, local colleges and outside agencies to ensure that students leaving Davenant are well prepared for their next placement and life beyond our school community
How are the school's resources allocated and matched to student's special educational needs?	<ul style="list-style-type: none"> • Resources are allocated on the basis of a student's rate of progress, individual needs and desired outcomes • Class work is differentiated in small groups and individually when required, based on outstanding teaching and learning • On occasions, as required, class-based TAs work alongside the class teacher to support students with SEN • Student provision, targets and outcomes are evaluated regularly and resources are deployed accordingly to ensure the best possible outcomes for all students • TAs are linked to subject areas where they are able to attend Department meetings and share information on student needs
How is the decision made about how much support my child will receive?	<ul style="list-style-type: none"> • The level of support is dependent upon the assessment of need, progress being made and outcomes to be achieved. All support will be regularly reviewed and adjusted to help students become more independent learners.
How can I find information about the Local Authority's Local Offer of services and provision for students with special educational needs and disability?	<ul style="list-style-type: none"> • Further information about the local offer can be accessed at: http://www.essexlocaloffer.org.uk/