

David Livingstone Academy SEND Information Report

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disability. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and /or preparation for adulthood.

At David Livingstone Academy we have been awarded for our inclusive practice through the Inclusive Quality Mark, which confirms that we:

- Raise achievement for all students Promote access and diversity
- Create an environment to provide the opportunity for all to succeed and achieve high standards
- Constantly strive to improve the inclusive nature of schools

How do we identify and assess pupils with Special Educational Needs and/or Disability?

At David Livingstone Academy, class teachers and the leadership team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including; Teacher Assessment, Termly Assessment and End of Key Stage SATs. Diagnostic Spelling Test and Diagnostic Reading Test (KS2) are used to identify Specific Learning Difficulties.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are writing, reading, maths groups and social skills groups.

Despite high quality targeted teaching some pupils may continue to make less progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a Special Educational Need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Teachers and the Inclusion Leader meet at least termly to review and monitor progress and to assess the impact of interventions.

How will we evaluate the effectiveness of the provision made for pupils with Special Educational Needs and/or Disability with or without a statement of Special Educational Needs/Educational Health Care Plans?

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as that which:

- is similar to that of children of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress
- allows the attainment gap to close between the pupil and children of the same age.

For pupils with a statement of Special Educational Needs/ Education, Health and Care Plan there will be at least an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

What are the academy's arrangements for accessing and reviewing the progress of pupils with Special Educational Needs and/or Disability?

As with all pupils, children with Special Educational Needs and/or disability will have their progress tracked regularly to inform targets and to measure steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

What is the academy's approach to teaching pupils with Special Educational Needs and/or Disability?

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is Special Educational Provision.

In meeting the requirements of The National Curriculum Framework, the academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support and small group teaching.

These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the academy. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

What is the academy's approach to supporting pupils with medical conditions?

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have Special Educational Needs and/or disability, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at the academy with medical

conditions. We have experience of supporting children with a range of medical needs; training will be sought if necessary. We have a disabled toilet for those children with self-care needs. Photographs and information are displayed in the staffroom to raise awareness of children's medical needs.

How does the academy adapt to the curriculum and learning environment for pupils with Special Educational Needs and/or Disability?

At David Livingstone Academy, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs and/or disability. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs/ Education, Health and Care Plans.

What additional support for learning is available to pupils with Special Educational Needs and/or Disability?

Academies and schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the academy. It helps to fund some resources for pupils requiring special educational provision. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the academy will request 'top up' from the Local Authority where the child lives.

The Headteacher has the final say in the use of the personal budget within the academy.

What activities are available for pupils with Special Educational Needs and/or Disability in addition to those available in accordance with the curriculum?

All clubs, trips and activities offered to pupils at David Livingstone Junior Academy are available to pupils with Special Educational Needs and/or disability, where appropriate. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

A range of clubs are provided including; sports clubs, cookery, games and dance. Every effort will be made to provide adult support for those children with SEND who require it, if the academy is able to access additional funding.

What support is available for improving the emotional and social development of pupils with Special Educational Needs and Disability?

At David Livingstone Academy, we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance; social skills groups, circle times and indirectly with every conversation adults have with pupils throughout the day.

Pupils with emotional and social needs because of their Special Educational Needs and/or disability will be supported to enable them to develop and mature appropriately. We are interested in hearing parents/carers and pupils' views. We use 'pupil voice' to support children with SEND to express their views. We use PHSE sessions and circle times to discuss issues around inclusion and bullying.

What are the arrangements for consulting parents of children with Special Educational Needs and/or Disability?

All parents of pupils at David Livingstone Academy are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs further. From this point onwards the pupil will be identified as having Special Educational Needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision.

Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

How is equipment and facilities to support children with Special educational Needs and/or Disability secured?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or secure it on loan. For highly specialist communication equipment, the Academy will seek the advice from the communication and assistive technology team.

What are the arrangements for consulting young people with Special Educational Needs and/or Disability?

When a pupil has been identified as having Special Educational Needs and/or disability because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Parents play a significant role in their child's provision and academy works closely with parents to support the child and the whole family.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with Special Educational Needs and/or Disability concerning the provision made at the academy?

The same arrangements for the treatment of complaints at David Livingstone Academy, are used for complaints about provision made for Special Educational Needs and/or disability. We encourage parents to discuss their concerns with the class teacher, SENCO or Head teacher to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy on the academy website).

How does the academy involve other agencies, including health and social services, Local Authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and/or Disability and in supporting the families of such pupils?

The academy works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology, our attached Educational Psychologist is [Maraika Gooding](#)
- Speech and Language Therapy, our attached Speech and Language Therapist is [Carmel Roberts](#)
- Early Help Team our attached Early Help Advisor is [Lucy Payton](#)
- Croydon Literacy Centre
- CAMHS (Child and Adolescent Mental Health Service)
- Virtual School for Children who are Looked After

What are the contact details of support services for the parents of pupils with Special Educational Needs and/or Disability, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?

Croydon Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

The type and range of support offered includes:

- Information regarding the local offer, local policy and SEN/ disability law from independently trained staff
- Advice for parent/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation
- Personalisation of personal budgets
- Information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress
- Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support
- Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.

- Support for parents and young people in managing mediation and appeals to the SEND Tribunal
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They can be contacted on:

HELPLINE: 0208 663 5630 / 5631

Email: croydon@kids.org.uk

What are the academy's arrangements for supporting pupils with Special educational Needs and/or Disability in transferring between phases of education?

At David Livingstone Academy, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. Transition work happens between Key Stage One and Key Stage Two as well as between all the years as the children move through the academy.

We also contribute information to a pupils' onward destination by providing information to the next setting. We hold face to face meetings with the child's next teacher each year and written information about the child is also passed on. At the end of KS2, SENCOs from secondary schools are invited to the final termly provision review meeting, which is held in the summer term prior to transition day. Records are handed over at a meeting organised by the Local Authority. In addition, some children participate in additional visits to their receiving academy if we feel they will benefit from this.

Where is the local authority's local offer published?

The local authority's local offer is published on <https://www.croydon.gov.uk/education/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Our policy for pupils with SEND is on the academy website and can be found on <https://www.davidlivingstone.croydon.sch.uk/policies/>

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability and Disability Regulations 2014

The name and contact details of the SEND Co-ordinator

At David Livingstone Academy, we have a full-time Inclusion Manager.

Our Inclusion Manager is Natalie McIntosh.

To arrange an appointment to meet with Mrs McIntosh, please contact the school office.