

Name of School: Armthorpe Academy

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school
<p>Armthorpe Academy is proud to be part of the Consilium Academies Group. With nearly 600 students on roll, we provide education to young people aged 11-16. Since we are a small school, we believe that we are able to offer excellent pastoral support and forge strong relationships with parents/carers and the community as a whole.</p> <p>Armthorpe Academy has a very clear set of values and we believe that "Inside Everyone There is a Rainbow Waiting to Shine". The Armthorpe Values are:</p> <ul style="list-style-type: none">• Respect: Communicate with Kindness• Responsibility: Make Positive Choices• Resilience: Never Give Up• Pride: The Best of Me• Ambition: Dream Big
How we identify if your child may need additional help and/or has special educational needs (SEND)
<p>The school uses a number of ways to identify young people who may need additional help and/ or has special educational needs:</p> <ul style="list-style-type: none">• Prior to joining the school, information relating to special educational needs, will be shared from primary schools/ previous settings.• Information from parents/ carers

- Gathering the young person's thoughts and feelings
- Feedback from teachers
- Baseline testing
- Reading comprehension; Phonics Screening and Single word reading tests.
- Monitoring and tracking of data to see whether the young person is making expected progress
- Information from outside agencies, including Educational Psychologist, ASCETs, Speech and Language Service and CAMHS

At all levels we use a graduated response to identify and respond to need.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Armthorpe Academy works relentlessly to ensure positive collaboration with parents and carers.

In line with the Code of Practice, young people who have been identified with SEND will have a SEN Support Plan, which is reviewed 2-3 times a year, using the Assess, Plan, Do, Review (APDR) model.

If a young person has an Education, Health Care Plan (EHCP), an Annual Review will be held to review the targets in the EHCP. However, a SEN Support Plan will also run alongside this, thus ensuring termly meetings.

In addition to this, the SENDCo is present at all parents' meeting, so is available to discuss any concerns.

How we will involve your child in the planning and review of their support

Armthorpe Academy takes a child centred approach and recognises the importance of consulting young people and involving them in their education.

Young people are invited to any SEN Support Plan/ Annual Review meetings, so they can support in reviewing outcomes and sharing their thoughts and feelings.

If a young person does not wish to attend a meeting, a member of the Learning Support Team will meet with them prior and gather their views, so they can be shared.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

Armthorpe Academy offers all of its young people access to a broad and balanced curriculum, where high-class, quality first teaching and learning experiences are non-negotiable.

Class teachers are expected to plan and teach lessons that meet the needs of all learners, making adaptations where necessary. The school is currently in the process of implementing a series of expectations across the curriculum as standard to overcome barriers to learning

in the mainstream classroom. This includes strategies such as a dyslexia friendly whiteboard. We also have a 30 minute reading period as a daily feature of our timetable for all students. This enables a graduated response to the teaching of reading.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

If your child has learning needs, the school will use the graduated approach to provide additional support.

All teachers are teachers of SEND and this ethos is embedded throughout the school. Armthorpe Academy offers all of its young people access to a broad and balanced curriculum, where high-class, quality first teaching and learning experiences are non-negotiable

So, all young people have access to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

Within the mainstream classroom, classteachers may incorporate strategies such as:

- Providing a Dyslexia friendly learning environment
- Scaffolding
- Dual coding of key vocabulary
- Visual checklists
- Printing out PowerPoint presentations
- Effective use of questioning
- Timely and appropriate feedback

We understand that some young people may need additional support and the school may also deploy an LSA within the classroom to offer a time-limited intervention. Alongside this, young people also have access to the Accelerated Reader programme.

If there is a need to offer an increasingly individualised intervention programme, the school will offer bespoke 1:1 Interventions, which can include access to:

- Additional Accelerated Reader lessons
- Bespoke phonic interventions
- Colourful Semantics

In some circumstances, we will access support from specialist services in the Local Authority and young people will receive support from the Specialist School Outreach.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

If your child has social and communication, the school will use the graduated approach to provide additional support.

All young people have access to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

Within the mainstream classroom, classteachers may incorporate strategies such as:

- Scaffolding
- Dual coding of key vocabulary
- Visual checklists
- Now and next
- The use of clear and concise language
- 1-step verbal instructions

We understand that some young people may need additional support and the school may also deploy an LSA within the classroom. In addition to this, students may access the Secondary Language Link intervention, which can be delivered in a small group, or on a 1:1.

In some circumstances, we will access support from specialist services in the Local Authority and young people will receive support from the Speech and Language Service and ASCETs.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

If your child has physical and sensory needs, we will endeavour to make reasonable adjustments and provide additional support.

- The school will work in collaboration with parents and professionals, to complete a Care Plan
- Ensure young people are sat in appropriate places within the classroom
- Young people are able to wear ear defenders
- Make reasonable adjustments to uniform
- Young people have access to movement breaks
- Young people have access to passes to allow them to leave lessons 5 minutes early to avoid crowded places
- A small, nurturing environment to access at break and lunch.
- Physio programmes, created by the Physiotherapy Team.

In some circumstances, we will access support from specialist services in the Local Authority and young people will receive support from the Occupational Therapist and/or physiotherapy team.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

The school uses the graduated approach for SEND in order to provide help to support a young person's emotional health and well-being. At Armthorpe Academy, we are aware that students may need additional support for improving emotional and social development.

In school we have a strong pastoral department, who are dedicated to listening to all young people and offer relevant support. In addition to this, we have a clearly sequenced and structured PSHE curriculum.

Through universal support, we ensure:

- young people are sat in an appropriate place within the classroom
- Therapeutic language is used to support young people
- A meet and greet is available at the start of each lesson
- Now and Next is used
- Classteachers have access to 1 page profiles
- Prepare young people for any pre-planned changes
- Access to a Values curriculum, which embeds the whole-school approach
- Access to the Student Welfare Team

If a young person requires more targeted Support, the school will embed further strategies:

- Bespoke support from the Welfare Team
- I Am Unique Intervention
- Use of Social Stories
- Use of the 5-Point Scale
- Meet and Greet each morning
- Access to a mentor
- School will complete a Boxall profile, to further enhance the strategies used.
- LSA support in lessons

Again, if support from specialist services is required, school will make referrals to the Behaviour Outreach Support Service and ASCETs.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Armthorpe Academy prides itself on providing a safe and friendly environment that is fully inclusive and welcomes all of our young people into school.

The school site and all facilities are fully accessible to all young people.

Moreover, to ensure that the learning environment and facilities have been fully adapted welcome children with SEND, we have previously invited staff from a local Special School to audit our facilities and make recommendations, which we have acted on.

How we promote developing independence

The school firmly believes it has a responsibility to support young people in developing their independence and promotes this.

One of our key values is responsibility and we expect all young people to accept responsibility for their choices and learning.

Although, we do have a team of LSAs who support young people with in the classroom, we promote independence, not dependence. We strive for young people wit become independent learners, to support them in developing self-confidence and self-esteem.

In addition, we work in partnership with ASCETs to deliver the Independent Travel intervention.

How we measure and review your child's progress against their targets and longer term outcomes

The regular assessment and reviewing of young people's progress towards outcomes is pivotal to ensuring that the support in place is appropriate and is having impact.

In line with the Code of Practice, young people who have been identified with SEND will have a SEN Support Plan, which is reviewed 2-3 times a year, using the Assess, Plan, Do, Review (APDR) model.

If a young person has an Education, Health Care Plan (EHCP), an Annual Review will be held to review the targets in the EHCP. However, a SEN Support Plan will also run alongside this, thus ensuring termly meetings.

In addition to this, the SENDCo is present at all parents' meeting, so is available to discuss any concerns.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

The Graduated Approach is designed to support practitioners in the process of building on current good practice and to help schools to develop systems, skills and structures for responding to pupils' needs across the four areas of need as identified in the SEND Code of Practice (2015).

The school applies the Graduated Approach for SEND using the below model:

UNIVERSAL SUPPORT: Quality first teaching for all learners with recognition that some learners may require **very time-limited support** in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

UNIVERSAL PLUS SUPPORT: Quality first teaching for all learners with recognition that some learners may require **time-limited intervention programmes** in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

TARGETED SUPPORT: Quality first teaching for all learners with recognition that some learners may require **increasingly individualised intervention programmes**, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.

SPECIALIST SUPPORT: Quality first teaching for all learners with recognition that a few learners may require **significant amounts of additional to and different from provision** in order to secure effective learning and increase the rate of progress.

Where necessary, the Academy will access and work closely with a range of local authority support services using the Graduated Approach. These include:

Educational Psychology Service

Behaviour Outreach Support Service

School Health including Hearing and Visual Impairments

CAMHS

Speech and Language including NHS Speech and Language Support

ASCETS

Social Care

Early Help

Occupational Therapy

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

The school is transparent with how funding both Element 2 and Element 3 funding is directed to support young people to match their level of need.

If a young person has an EHCP, funding will be directed to ensure that 'the provision identified in 'Section F' is fully met.

If a young person is SEN Support, the level of support and resources will be discussed at review meetings.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

Armthorpe Academy prioritises the continuous professional development of staff.

The SENDCo has completed the National SENCo AWARD (NASENCo) and has also achieved the CTP3a qualification. The Headteacher has also completed the National SENCo Award, which reinforces the trust's philosophy that inclusion and opportunity lies at the heart of everything we do.

In addition, members of the Learning Support Team have completed L2 qualifications in a range of areas:

- Understanding Children's Mental Health
- Understanding Autism
- Understanding Challenging Behaviour

Some staff within the school have engaged actively in training opportunities that have been delivered by specialist services:

- Boxall
- Understanding Trauma
- An Introduction to Supporting Bereavement

The school also has an allocated Speech and Language Champion, who accesses termly training from the Speech and Language Team.

Also, it is a very exciting time for the family of Consilium schools, as there are plans for further professional development in Mental First Aid training.

How we include children with SEND in the life of our school

Armthorpe Academy has been described as a 'truly inclusive school' and we aim to include all young people fully in the life of our school.

In line with the Equality Act (2011) the school will make reasonable adjustments to ensure young people with SEND have access and are able to engage in activities that are available to young people in the school who do not have SEND.

How we prepare children and young people to join our school

Armthorpe Academy recognises that moving between phases of education/ joining our school can be a tricky time for young people and their families. So, to support with ensuring the transition is seamless, the school works in partnership with all stakeholders.

To support with the transition to our school, we implement a number of strategies:

- Attend any meetings (SEN Support Plan/ Annual Reviews)
- Liaise with previous schools
- Support with any transitional visits
- Share information with relevant professionals
- Draw on the support from specialist services

How we prepare children and young people to move on from our school

As above, the school works in partnership with all stakeholders to ensure that a young person is prepared to move on from our school. To support our young people, we will:

- Invite parents/carers, the young person and professionals to any meetings
- Liaise with the new school/ college
- Support with any transitional visits
- Share information with relevant professionals
- Draw on the support from specialist services

Contacts for more information

SENDCo: Miss Michelle Smith

Michelle.smith@Armthorpeacademy.org.uk

(01302) 831 582

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Families Information Service, by email to:

FIS@doncaster.gov.uk

If you have any queries, please contact Louisa Townsend at
louisa.townsend@doncaster.gov.uk or Family Information Service on 0800 138 4568.

Thank you.