

Danum Academy

Brief description of the school

Danum Academy is a secondary school for pupils aged 11 to 18.

At Danum we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs or disabilities. We offer a personalised approach to learning with the relevant support and adjustments that will maximise the child's learning.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Very often, children will have been diagnosed with a SEND need during their primary education. If this has not happen we will undertake the following actions as appropriate:

Screening test: Screening tests for learning difficulties / SEND are carried out as possible needs are identified by class teachers and/or standard testing such as CATs or Reading age tests. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process.

Outcome of tests: If the outcome of a test or any other circumstances gives us reason to think that a child may have a learning difficulty / SEND, we will report and consult with parents as necessary and make recommendations.

Formal assessment: If the test results indicate that a child may have a learning difficulty which ought to be assessed without delay, we will ask the parent to agree to the child being formally assessed by a Local Authority Educational Psychologist or a Speech and Language Therapist, or other identified specialist.

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

Parents of SEND pupils will be updated by the SENDCo team of any additional provision their child is in receipt of.

The school offers a series of coffee mornings to update parents of SEND pupils throughout the year, whereby SEND support plans and pupil passports are shared.

Any contact following the standard communication of progress with all parents is welcome. The SENDCo team are available at parent information evenings throughout the Academic Year.

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

Prior to the review of provision, the child will have an opportunity to express their views and wishes to the SENDCo. This may be done verbally, or in writing (often completed at home so that parents can support)

Many SEND pupils have a 'pupil passport' which tells teaching staff all about their needs. Children are actively encouraged to contribute to the pupil passport creation and review.

If a SEND support plan is in place the child's view is taken into account as each review, so they are active in deciding the support they need/want.

How we match the curriculum, teaching and learning approaches if your child has SEN

There are numerous adaptations we can make to the curriculum of individual children with SEND. Where a child needs a bespoke curriculum we work with the staff in school as well as external agencies (for example special school outreach workers, placement providers, educational psychologist) to create a timetable which meets need.

How we provide additional support if your child has learning needs

Depending on need a variety of support is available. We have a team of Learning Support Assistants who work alongside the teacher in lessons to support progress. For some pupils auxiliary aids such as laptops are available.

We also offer additional support to parents to understand and support their child's academic progress through meetings, coffee mornings and extended contact.

How we provide additional support if your child has social and communication needs

Danum works closely with the SPED team to ensure that needs are accommodated and met. Reasonable adjustments are made to the schools behaviour policy and teaching staff are updated regularly through the pupil passport of individual need. If 'time out' and sensory breaks are required these are facilitated.

How we provide additional support if your child has physical, sensory and/or medical needs

Danum works closely with its partners to meet needs, these include Sheffield hospital, Heatherwood school and the school nurse.

We have a Deaf and Hearing Impaired ARC on site which supports identified pupils. Our site is accessible. We have an active disabled sports team which competes at a local, regional and national level.

We have Evac chair facilities and one member of our staff is qualified as a trainer in this evacuation method. The Local Authority have passed on their commendations.

How we provide help to support your child's emotional health and well being

Pupils are offered extensive pastoral support through our Pastoral Year Leader system. These staff coordinate with the SENDCo team as necessary.

How we promote developing independence

SEND pupils are encouraged to take part alongside all other pupils in school life. The House system rewards independence and accountability and SEND pupils are supported to participate in this as required.

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

All pupils progress is measured at 4 points during the year. This progress is shared with parents.

Where intervention to support academic progress this is put in place.

SEND pupils may have a support plan or pupil passport which is reviewed termly to ensure it is fit for purpose.

Longer term SEND targets are reviewed at their annual review and in the interim at emergency reviews as necessary.

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

Our building is accessible and pupils have a lift they can use to reach upper floors if necessary. The Evac chairs ensure this is safe.

Where adaptations are needed to timetables, classrooms or schemes of learning to make them inclusive these are made.

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

Displays around the building celebrate diversity, including SEND diversity. Visitors to school often comment on how integrated our SEND pupils are in the everyday life of the school.

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

SEND training is carried out at least annually for all staff.

All departments have a SEND representative who is trained half termly on children's needs and this information is cascaded to departments.

Where training needs are identified they are responded to.

The SEND team are members of NASEN which ensures they are up to date with national guidelines and the latest thinking.

External support and expertise we can call upon to help us to meet children's needs

We work with a variety of agencies (many mentioned above although this is not an exhaustive list). If we have a need we are not sure how to meet we will contact the LA to seek advice.

How we prepare children to join our school

The SENDCo works actively with the primary schools to identify pupils who need additional transition support.

Additional contact with parents is made and liaison with agencies is made when needed.

Additional visits to school are welcome.

In some cases extended transition is put in place for pupils to spend time in year 7 lessons during year 6.

How we prepare children to move on from our school

We work with the sixth form team and careers advisors to ensure all of our SEND pupils have a post 16 or post 18 plan. The careers team are part of annual reviews from Year 9 as a minimum.

How we deploy our resources to meet the needs of children with SEND

Each child is viewed as an individual and the SENDCo team carefully plans how these needs will be met within the overall resource available.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

<https://www.danum.org/info/our-policies>