



Special Educational Needs & Disability (SEND) Information and Local Offer

Introduction

OUR PURPOSE

To create happy and successful adults.

OUR VISION

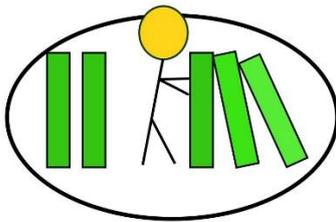
At Daventry Hill School we aim to inspire and empower all learners to achieve.

OUR CORE VALUES

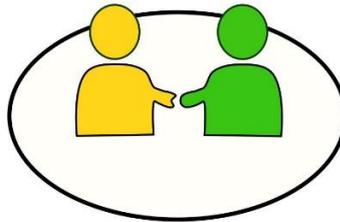
Both our purpose and vision are underpinned by our four Core Values:



Community



Resilience



Respect



Tolerance

WE BELIEVE THAT

1. **Learning is life long and that all our young people are able to learn.**
2. **Families need our support if young people are to meet their potential.**
3. **All young people are of equal worth.**

Daventry Hill School is striving to be a learning community, with our students and their families at the heart of everything we do. Our community is very important to us and we value, respect and celebrate each other within a safe, supportive, nurturing environment. Together, we strive to ensure that our school is positive, happy and an enjoyable learning community that provide all of us with the confidence and opportunity to be the best we can be.

At Daventry Hill School we believe that all staff, class and non-class based alike, along with the school's governors play a vital role in creating a supportive and nurturing environment, fostering relationships with students and families. Underpinning everything we do, ensuring the focus is on our students and their families, is 'Daventry Hill School Expects' which builds on four main principals:

- Choose your attitude – how we approach our 'work' and everything we do.
- Make a difference –our focus is on the impact on day-to-day lives.
- Be present –relationships are important, if we are not present in the moment we are not there for each other.



- Have fun – fun underpins everything!

Davenport Hill School is a special academy with an intake of young people with PMLD, SLD and a secondary need of ASD, which is part of the Creating Tomorrow Academies Trust. The law is clear that special academies have to work with the Local Authority (LA) in meeting the needs of students with SEND, and in turn the LA retains some statutory duties such as admissions and transport; whilst also ensuring that there are enough quality places for students with SEND. As such we are supported by the LA to ensure that all students, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of students with SEND being met in a mainstream setting wherever possible; however there are some children whose needs are best met within a specialist setting such as ours.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

- The Children and Families Bill became law from September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Offer is available at <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of students with SEND as determined by school policy, and the provision that the school is able to meet.

If your child has Special Educational Needs, what can we at Davenport Hill School offer?

At Davenport Hill School, we embrace the fact that every child and young person is different and, therefore, the educational needs of every child and young person are different; this is certainly the case for students with Special Educational Needs and Disabilities.

Please see the 16 questions below for more information:



Q1: How is Davenport Hill School accessible to children and young people with SEND?

- Davenport Hill School is in a purpose built environment which was completed in 2017. The building is designed specifically for students with SEND and as such are fully compliant with DDA (Disability Discrimination Act) requirements.
- The school is over two levels and the first floor is accessed by one of two lifts.
- Specific rooms are fitted with ceiling mounted hoists, one on each floor; there are portable hoists available, as required, for all other rooms.
- There are a number of accessible toilets and personal care rooms available. There are also shower facilities if required.
- We ensure, wherever possible, equipment used is accessible to all students.
- Any extra-curricular activities are planned for all students irrespective of SEND.
- As appropriate Individual students are supported at lunchtime by an identified member of staff.
- Teachers plan educational visits carefully, ensuring that the accessibility needs of individual students are met, and there are fully accessible minibuses available for students who are wheelchair users.

Davenport Hill School positively promotes inclusion and even though we are a special school we recognise that individual children may have difficulties in accessing all that the school has to offer. We aim to meet all our students' needs by:

- Including all students in whole class teaching but for some specific activities they may be withdrawn, on occasion, for specific identified work identified by professionals involved.
- Supporting students at lunchtime, ensuring that they are able to make and play/socialise with friends and able to keep themselves safe.
- Some students find making friends difficult and so the school will teach skills through PSHE, to support them to make friends. This will sometimes be taught in small groups.
- All students will be given the opportunities to speak and take part in events such as class assemblies and speaking events. Extra support/resources will be allocated to ensure this takes place.
- All trips, including residential trips, will be available to all students and any adjustments to activities or additional support needed will be allocated by the school.
- All whole school activities will be available to all students and any specific support identified will be provided to enable all to participate in the life of the school.

Q2: What are the different types of support available for children and young people with SEND?

All students at Davenport Hill School have identified needs and provision through their Education Health and Care Plan (EHCP) which states provision required to support children and young people with SEND:

- The EHCP includes:
 - Description of the child / young person (parent views, child's voice and professional assessment)
 - Targets and recommendations from all professionals involved
 - What and how the support should be used.
 - What strategies must be put in place.



This will include access to universal services (available to all students), targeted services (for identified groups) or specialist services (for individuals).

a) Universal Provision - Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- The teacher has the highest possible expectations for all students in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place to encourage your child to be fully involved in the learning process. This may involve access to more practical learning opportunities.
- Specific strategies (suggested by specifically trained professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided if your child has a gap or gaps in their understanding/learning. Extra support, if required, is then made available through targeted support within the curriculum or in addition.

Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Targeted Provision - groups run by a therapist such as Speech and Language Therapy in conjunction with school staff

Children's needs change over time and if it is identified by the class teacher, in conjunction with a member of the leadership team, that extra specialist support is required, a referral to that specialist will be made. This may be from:

- Local Authority central services, such as physiotherapy, ASD Support Team, or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you, as parents, to understand your child's particular needs better and be able to support them more effectively in school.
- A specialist professional will work with your child to make recommendations as to the best ways to support learning.



c) Specialist Provision

This type of support is available for students whose learning needs are so severe, and complex that they require support that can only be delivered by a professional with specific training.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- NHS professionals; Speech and Language / Occupational / Physiotherapy.
- Local Authority central services such as the ASD Support Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- Specific programmes developed by the therapist, which will be delivered in class or in some cases outside of the classroom (in the case of teaching a new skill or specific physiotherapy exercises).
- Targets and recommendations from professionals involved.
- An outline of the amount of additional support your child will receive.
- The strategies that must be put in place.
- Long- and short-term goals.

Q3: How do we identify children who require additional support and who do I contact if I have concerns?

There are regular meetings between the class teacher, Phase Leader and Assistant Headteacher to discuss progress and identify students not making progress and/or discuss concerns about learning. If you have any concerns, or if through our progress meetings we have identified a concern that cannot be overcome through our universal provision, then the school will set up a meeting with the class teacher and a member of the leadership team, in the first instance the Phase Leader or a member of the senior leadership team (Headteacher, Deputy Headteacher or Assistant Headteacher) as necessary, to:

- Listen to any concerns you may have.
- Share our concerns.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals.



The leadership team will provide support for your child by regularly discussing your child's needs with the class teacher. They will provide support for you and keep you fully informed of any referrals made to professionals and the outcome of those referrals.

Q4: What are the parent consultation arrangements for my child and how can I be involved?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

Class Dojo is an online communication application that is used to communicate between home and school. If parents are unable to access this then home school communication books can be provided.

- The leadership team are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Your child's EHCP will be reviewed annually through a 'Person Centred Planning' Annual Review.
- Personal progress targets co-produced during the annual review will form an action plan (Individual Education Plan or IEP) and will be reviewed with your involvement.

Q5: How will the school involve my child in their personal learning?

We understand how important it is for all students to be involved in their learning. We will involve your child, as appropriate, through:

- Reviewing their IEP and discussing the progress made.
- Setting end of year targets for English, Maths, PSHE, ICT and Skills Builder and discussing these with your child.
- Providing next steps in learning through verbal discussion with adults and effective feedback and marking during lessons.
- Inputting into their Annual Review, providing views on their strengths, hopes and aspirations etc and being involved in the meeting as much as is possible.

Q6: What are the school's arrangements for assessing my child's progress against their targets?

- Your child's progress will be continually monitored by his/her class teacher, and this will be academic and personal / social.
- Expected outcomes at the end of Key Stage 4 (year 11) are based on attainment on entry to Daventry Hill School and specifically end of Key Stage 2 information. Progress towards these outcomes is discussed regularly and then reported on at the end of the year.
- Progress will be reviewed formally in progress meetings (as discussed in Q3) by the Phase Leader and Assistant Head Teacher termly.
- All children have an IEP based on objectives agreed between the student, parents/carers, professionals and the class teacher in annual review meetings. Targets will be set, designed



to meet agreed education and/or social and/or health needs. Progress against these targets is reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of students will also be formally reviewed at the Annual Review with all adults involved with the child's education.
- Regular learning scrutiny's and lesson observations will be carried out by members of the Leadership Team to ensure that the needs of all students are met and that the quality of learning and teaching is high.

Q7: How will we support your children when they are: 1. Joining this school, 2. Leaving this school, or, 3. Moving on to another class?

We recognise that transitions can be difficult for a child or young person with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school during the year:

- A member of the leadership team will visit children at other schools when appropriate.
- Visits to the school are welcomed and can be arranged through the school office.
- If your child would be helped by a transition book (visual aids e.g. Photographs of classroom and adults) to support them in understanding and moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book (visual aids e.g. Photographs of classroom and adults) to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning and target setting meeting will take place with the new teacher. Action plans will be shared with the new teacher.
- If your child would be helped by a transition book (visual aids e.g. Photographs of classroom and adults) to support them in understand moving on, then one will be made for them.
- There will be opportunities towards the end of the summer term for your child to spend time with / in their new class.

Preparation for new academic year

- In addition to the above processes students and their families are invited to formal visits to the school. Families are invited to attend a coffee afternoon which includes a short



welcome presentation, important form filling, opportunity to purchase uniform and a chance to meet the staff. Students are invited to attend part of the transition weeks (outlined below) to get to know their new classmates, the staff and the school.

Transition Weeks:

- During the last 2 weeks of term students move into their new classes with new staff (as much as possible)
- Students new to the school are encouraged to join the transition – new year 7 students are invited to join for the first week and part of one of the other weeks and other new students are encouraged to join for as much as they can.
- Activities are planned in departments and classes with the focus on team building and preparing for the new year with learning activities delivered in class groups both on-site and off-site

Q8: What is the school's approach to teaching children with SEND and how do we adapt the curriculum and the learning environment?

Class teachers plan lessons according to the specific needs of all groups of students in their class and to ensure that your child's needs are met.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, to meet your child's learning needs.
- The learning environment will be adapted as necessary to support your child, for instance to provide an area to support independent or one to one working.
- Every classroom is communication friendly, using visual prompts and strategies recommended by the Speech and Language Therapy service For example, all classrooms have visual timetables on display.
- We have adapted the curriculum for those students who are working at early stages of learning, with 'pathways' based on likely outcomes at the end of Key Stage 4 (Year 11) or sixth form (Year 13)
- Our curriculum places emphasis on the development of functional learning and key skills which is based around 8 skills outlined in Skills Builder (Leadership, Listening, Teamwork, Presenting, Aiming High, Creativity, Problem Solving, Staying Positive). We also see Personal Social Health and Economic (PSHE) education as a core subject within our curriculum.
- Our schools' curricula are designed to support our students to prepare for their next stages of development, for example in Key Stage 4 and Post-16 learning is designed to maximise outcomes for adulthood;
 - Access to paid employment / further education or training,
 - Access to housing
 - Access to health care
 - Access to social inclusion
- Some students gain additional support through Pupil Premium funding. This is carefully targeted to ensure maximum benefit.

Q9: How are the teachers in school helped to work with children with SEND and what training do the teachers have?



- The school provides training and support to enable all staff to improve the learning and teaching of all students, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Specialists from outside agencies work in partnership with the school to train staff and to develop specific expertise.
- Staff are encouraged to gain specific qualifications, training and expertise so can offer advice, support, guidance and training to other staff and families:
 - Attachment and Trauma
 - Autism.
 - Speech Language and Communication Needs.
 - Physical Difficulties and Disabilities.

Q10: How do we evaluate the effectiveness of the support given to your child?

- Provision for individuals with an Education Health and Care Plan is evaluated in partnership with parents and other professionals at Annual Reviews. Recommendations are made and implemented by the school. The school may put in place interim (mid-year) reviews if we are concerned that the provision is not meeting your child's needs. If a parent is concerned about the provision for their child they are able to request an interim review.
- The leadership team, informed by student progress meetings, make decisions about suitable and appropriate interventions and resources deployed to ensure accelerated learning to close the gap.
- Intervention programmes are regularly reviewed by the leadership team to ensure that the programme is appropriate for your child and learning is improving.
- The leadership team monitor effectiveness of interventions through observations of individuals, whole class teaching and any group or individual intervention work.
- Termly reviews take place to ensure that all students are making good progress.

Q11: How will we measure the progress of your child in school?

Progress can be measured in many ways and Daventry Hill School we believe that measuring what is important is vital. This is why at our Annual Reviews objectives set are personal and individual, agreed in conjunction with your child, yourself and any professionals present.

Progress towards these objectives is monitored by the class teacher through your child's Individual Education Plan. Your child's objectives will be incorporated into his/her daily curriculum so that there are opportunities throughout the day to develop and practice the new skills.

At your child's next annual review these objectives will be reported on formally, however throughout the year you have the opportunity to discuss progress at parent's evenings or whenever you feel appropriate through phone calls or the home school planner.

Academic targets are reviewed annually and as discussed in earlier questions monitored regularly through professional discussions, learning walks / observations and work scrutiny.



Progress that students make is discussed regularly throughout the year to ensure timely interventions are implemented in the event that a student is not making progress. At the end of the year progress is recorded and reported formally, using Performance Levels (more information can be given on request and is given to parents)

All students have the opportunity to work towards qualifications and dependent upon need these may be personal or academic.

Q12: How will we support your child's emotional and social development?

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including displaying undesired behaviours such as anxiousness, being uncommunicative or in extreme cases physical aggression. At Daventry Hill School we talk about 'safe' and 'unsafe' behaviours.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those students who find aspects of this more challenging, we offer:

- Small group working
- Opportunities for 1-1 support / time
- Small group circle time sessions
- Learning Mentors
- Alternative Curriculum
- Therapeutic Interventions
- Educational Psychologist
- Clinical Psychologist

Daventry Hill School has a Pastoral Support Team which is led by a Pastoral Leader. Within the team there is a Deputy Pastoral Lead, Family Support Worker, Pastoral Mentors, a Physical Therapy Assistant, a Speech & Language Therapy Assistant and a Medical and Welfare Assistant. Their role is to support children to be ready and able to learn, and in the case of the Pastoral Leader and Family Support Worker to be a link between home and school.

If your child still needs extra support, with your permission the school can also access further support through a range of services:

- The Early Help process (Early Help Assessment – EHA)
- Child and Adolescent Mental Health Service (CAMHS):
 - Some children require specialist support and intervention and children can be referred to the service by families or school and regular clinics are held at school.
- Educational Psychology
- Clinical Psychology
- Children's Social Services

Q13: How will we support your child's medical and health needs?



Staff are trained, and supported to administer medication and manage stable medical conditions. There are named school nurses who visit the school regularly and with the wider school nursing team deliver specific clinics, such as vaccinations, and liaise with a range of other health care professionals to arrange support as required.

Davenport Hill School employs an Occupational Therapist and a therapy assistant to implement and oversee programmes in school. In addition to this NHS therapists work closely with the school and Speech and Language and Physiotherapy regularly visit to support classes and work with named students.

External Occupational Therapy support students with their seating needs and visit the school regularly to assess needs.

Q14: Who are the other people providing services for children with SEND in our school?

Davenport Hill School has a commitment to working in partnership with other professional bodies to meet the needs of all of our students.

The school works with Northamptonshire Local Authority using specific services from the list below:

- Educational Psychology
- Clinical Psychology
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Speech and Language Therapy (SALT)
- Sensory Service for children with visual or hearing needs.
- Parent Partnership Service
- Specific counselling services
- School Nursing team
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help Team

Q15: What can I do if I am unhappy with the provision for my child?

We are aware that there may be times when you are not happy with the advice or support given. We recommend that the following action:

- Speak directly to your child's class teacher, they will be able to offer advice and support.
- Speak to the Phase Leader, Assistant Headteacher or Deputy Headteacher for advice and guidance.
- If you are still not satisfied then speak to the Headteacher who will inform you of the steps the school will take to support you and your child and if necessary then advise you of how to make a complaint to the trust's Board of Directors.
- If your complaint is regarding a decision surrounding an EHC plan then following a conversation with the Head of School the next stage would be to complain to the Northamptonshire Local Authority Educational Health and Care Team. If you are still unhappy with the decision, or if your complaint is about discrimination then you can make



a complaint with the Special Educational Needs and Disability Tribunal (SENDIST sendistqueries@hmcts.gsi.gov.uk).

- For all other complaints, as an academy, the next stage of complaint would be to the Secretary of State for Education or Ofsted.

Q16: Which websites can I access to find out more information?

- [Information, Advice and Support Services](#)
- [School Inclusion Network](#)
- [Special Needs Index \(SNIX\)](#)
- [SEND Support Service](#)
- [Sensory Support Service](#)
- [Educational Psychology](#)
- [Schools Directory](#)
- [Families Service Finder](#)
- [Hospital and Outreach Education](#)
- [Attendance and Behaviour Support for Parents](#)
- [Northants Parent Forum Group](#)
- [Young Northants](#)