

## Disability and Special Educational Needs (DSEN) Information Report

### GEORGE SALTER ACADEMY

#### General Statement

George Salter Academy has a strong inclusive ethos. We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with DSEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our students.

Question	How we do it at George Salter Academy.
<p><b>Do students with DSEN come to your Academy?</b></p> <p><b>What kinds of DSEN do you make provision for at your Academy?</b></p>	<p><i>We are a mainstream Academy; we aspire for all of our students to achieve their potential, including those with DSEN. Students are identified as SEN when their progress has significantly slowed or stopped, and the Academy interventions or resources we normally put in place do not enable improvement. We have specific intervention programmes which help and support development and enable progress to be accelerated.</i></p> <p><i>Typically the students with DSEN in our Academy have difficulties with speaking and language, learning generally (especially reading and/ or writing), social or emotional development, and sensory difficulties with sight and/ or hearing.</i></p>
<p><b>How do you support DSEN students in moving between phases of education, and in preparing for adulthood?</b></p>	<p>GSA will do the following to support the transition from Key Stage Two to Key Stage Three, and then from Key Stage Four to further education and into adulthood.</p> <p>Primary to Secondary  <u>A member of the DSEN team</u> will liaise with our feeder Primary Schools in order to collect information about the student's history.            Every student will participate in a taster day at GSA and is offered a three week Summer School programme to support the transition from Primary to Secondary.            Arrangements can be made for DSEN students to have an individual transition programme during the summer term in order to meet the specific needs of the student.            Every parent / carer will meet with a member of staff from GSA before their child moves from Primary to Secondary, and be invited to our annual Induction Evening to meet key staff who will be supporting their child.</p> <p>Key Stage Four into P16 and adulthood  <u>During the Education, Health and Care Plan or Statement of Educational Needs Reviews</u> the intended outcome of what the student would like to do is discussed. From this meeting, a plan will be created as to how the student will achieve their desired outcome. In Year 11, 12 and 13 students will have a Careers Adviser from Connexions or the Academy's own Careers Adviser, who will offer specialist careers advice to each individual student. This supports the young person, their parents/carers and the Academy in planning for future post 16 provision.</p>

<p><b>How do you know if a student requires additional support?</b></p> <p><b>How will I know if my child is receiving DSEN support?</b></p>	<p><i>Our teachers closely monitor the progress made by all students and ask advice from the SENCo/ Assistant Principal as soon as they have concerns about any student. The SENCo / Assistant Principal help teachers to plan specific teaching and learning activities such as producing individualised differentiated work or enrol students on specialist programmes like our breakfast reading intervention programme to help students who need this additional support. If these activities don't help the student to make better progress, the SENCo / Assistant Principal might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENCo / Assistant Principal, Head of House / Pastoral Manager will meet with parents/carers and student in order to collectively agree what additional SEN support will be put in place.</i></p> <p><i>If we consider that your child might need additional support because of special educational needs, we will contact you and invite you to come into the Academy to discuss plans to help him or her make better progress.</i></p>
<p><b>Where can I find information about the Academy's DSEN Policy?</b></p>	<p><i>Our DSEN policy is accessible on our website and will give you the information you need about how we make provision for all students with DSEN. You can access all Academy policies on our website in the tab entitled "The Academy".</i></p> <p><i>If you would like to discuss our DSEN provision or find out more, please contact our SENCo via email to <a href="mailto:cara.smith1@georgesalter.com">cara.smith1@georgesalter.com</a>.</i></p> <hr/>
<p><b>How do you evaluate the effectiveness of the provision made for students with DSEN?</b></p> <p><b>How do you check and review the progress made by students with DSEN?</b></p>	<p><i>We regularly review data for all students and evaluate the impact of interventions. Subsequent interventions will then be put in place if needed. We also conduct staff and student voice sessions where the contributions of both staff and students are considered.</i></p> <p><i>The DSEN team will assess and review the progress of all students with DSEN at key data points in the year. The DSEN team focus upon academic progress, and the pastoral team focus upon attendance, behaviour, attitude to classwork and homework</i></p>
<p><b>How will I know that my child is making good progress?</b></p>	<p><i>You will know if your child is making good progress through an Academy report twice a year and at our annual parents evening. Parents / carers are also able to contact their child's non-teaching Pastoral Manager or Head of House if they have any concerns. The outcomes of these reviews will be shared with parents through reports and Information / Parents Evenings. Education, Health and Care (EHC) plan / Statement of Need reviews will take place periodically throughout the year, key personal involved with the students will be invited to attend.</i></p>

<p><b>How will I be involved in those reviews? Who else will be there?</b></p>	<p><i>Parents are central to the planning and intended outcomes of the Education, Health and Care plans / Statements of Need. However you do not need to wait for these meetings if there is a concern, a meeting can be arranged with key staff to discuss concerns.</i></p>
<p><b>How do your teachers help and support students with DSEN?</b></p> <p><b>Is there any extra support available to help students with DSEN with their learning? How will I know if my child is getting extra support?</b></p> <p><b>How can I find out more about what my child is learning at the moment?</b></p>	<p><i>As an Academy we have the highest possible expectations for all of our students. All teaching and learning is based on your child progressing and making the expected or above expected progress. The Academy will put in place a variety of different teaching and learning techniques so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your son or daughter. The teacher will also put in place specific strategies which may be suggested by the SENCO or specialists from outside agencies to enable your son or daughter to access the learning tasks. We also have an extensive study support programme that will enable students to achieve their full potential.</i></p> <p><i>Teachers will have carefully checked on your child's progress to monitor if he or she requires support in terms of understanding / learning and needs some extra support in order to close this gap. The teacher will plan group sessions for your child with targets to help him or her make more progress. These group activities might be led by either a teacher or a trained learning support assistant working to plans made by a teacher.</i></p> <p><i>Support is given to students in a variety of ways, ranging from Learning Support Assistants in lessons and outside of lessons through or intervention programmes, working with peer mentors and external agency liaison and guidance. Parents/ carers will be informed of any on-going additional support in place.</i></p> <p><i>Your child's Form Tutor / Pastoral Manager / Head of House will give you more information about what your child is learning at the moment and how your child is being helped to make better progress. There is more information about the school curriculum on our website at <a href="http://www.georgesalter.com">www.georgesalter.com</a></i></p>
<p><b>How have you made the school buildings and site safe and welcoming for students with DSEN?</b></p>	<p><i>In accordance to the disability act, buildings may undergo 'reasonable adjustments' to ensure that they are accessible for all of our students. There is disabled access to most parts of the Academy building and disabled toilets in each of the main corridors. The new car park has nominated disabled parking for visitors along with a drop-off zone near to the entrance.</i></p> <p><i>We have designated 'safe' supervised areas that students can access during break and lunch times to lessen anxiety but building and promoting confidence and friendship.</i></p>

<p><b>What social, before and after school and other activities are available for students with DSEN?</b></p> <p><b>How can my child and I find out about these activities?</b></p>	<p><i>Students with DSEN are fully included in the vast enrichment programme, with some lunchtime activities aimed just for them. We have a reading intervention programme established for students before and after school, and we also have literacy and life skills programmes running after school and on a Saturday. DSEN students are able to express their views and any concerns they have through student voice lunches and are able to speak to their non-teaching Pastoral Manager if they have concerns about social issues like bullying. Where adjustments or specialist risk assessments are needed for a student to access an activity the SENCO will involve parents/ carers.</i></p> <p><i>Our Study Support programme is sent home to parents / carers at the start of each academic year and is posted on the Academy website. Subject specific enrichment programmes are also displayed around the Academy site in appropriate areas for all students to see. Targeted sessions are also regularly organised by the Academy on Saturdays and in holiday periods.</i></p>
<p><b>How does the Academy manage the administration of medicines?</b></p>	<p><i>The Academy employs a Health Advisor who has an office containing lockable cupboards where medicines can be kept and administered. All staff have access to student medical information.</i></p>
<p><b>Who is the Academy's DSEN Governor?</b></p>	<p><i>The Academy's DSEN / Inclusion Link Governor is Jason Howard. Jason Howard can be contacted via <a href="mailto:sarahdavies1@georgesalter.com">sarahdavies1@georgesalter.com</a></i></p> <hr style="width: 30%; margin: 10px auto;"/>
<p><b>Who do I contact if I have any concerns?</b></p>	<p><i>If you have any concerns please contact your child's Pastoral Manager or Head of House. You can also contact our SENCo (<a href="mailto:cara.smith1@georgesalter.com">cara.smith1@georgesalter.com</a>) or the Vice Principal in charge of DSEN, (<a href="mailto:richard.reeve@georgesalter.com">richard.reeve@georgesalter.com</a>). If you would like to make a complaint, this should be made in writing to <u>either the Vice Principal in charge of DSEN or the Principal</u>. Please see our complaints section on our policy.</i></p>