

The Da Vinci Academy School Information report is written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Children and Families Act 2014
- Supporting Students At School With Medical Conditions April 2014 Equality Act 2010

Frequently Asked Questions (In Line with the SEND Code of Practice, Chapter 6.79)
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How does the Da Vinci Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families?
How will the Da Vinci Academy support my child and who will oversee, plan and work with my child and how often?
Who will explain this to me?
What are the arrangements for handling complaints from parents of children with SEN about the provision made at school?
What is the Local Offer and where can I find it?

The Students Perspective

Coming into the HUB has helped me do better in Maths

(Year 7 Student)

The HUB helps me stay calm and be nicer

(Year 7 Student)

Going into the HUB helps me calm down and learn a lot

(Year 7 Student)

Read, Write, Inc. in the HUB has helped me break up spellings and read new words

(Year 7 Student)

I have got Tourette's and ADHD, the staff help me calm down

(Year 7 Student)

The SEND Team helps me manage my ADHD and give me somewhere to go at break and lunchtime

(Year 7 Student)

The HUB helps me helps me with personal issues and autism

(Year 9 Student)

The HUB/ SEND Team helps me with my autism. They give me somewhere away from the crowds at lunchtime

(Year 9 Student)

The T.A's & staff help me when I have a problem

(Year 9 Student)

The special needs help is really good as they help me so I don't struggle in lessons

(Year 9 Student)

The HUB helps me with interventions for spelling and grammar

(Year 10 Student)

Who oversees Special Educational Needs/Disabilities at Da Vinci Academy?

At Da Vinci Academy we have SEND Support Team based in the HUB who oversee any child who has a learning barrier/difficulty or disability to ensure their needs are met.

- Mrs. L Parry – Head Teacher & Executive SENCo
- Mr. K Mather – Head of SEND & Inclusion
- Mrs. S Britton – Assistant SENCo

What is meant by Special Educational Needs (SEN)?

Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them. This is defined below:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream school
- For children, aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children and young people for the same age by mainstream schools.

Are Disabled Children also SEN?

Many children and young people who have SEN may have a disability under the Equality Act 2010:

‘...A physical or mental impairment, which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

What kind of SEN does Da Vinci Academy provide for?

We make provision for children with SEND within each of the four categories identified in the 2015 SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

For further information, please refer to the SEND Code of Practice 0-25 years (2015)

How does Da Vinci Academy know if a young person has additional needs?

At Da Vinci Academy, students are identified as having special educational needs through a variety of ways including the following:

- Liaison with primary school/previous school
- Assessment of students current skills and levels of attainment in the first term of entry
- Child performing below age expected levels
- Concerns raised by parents/carer
- Concerns raised by teachers
- Lack of progress in a specific area
- Liaison with external agencies
- Health diagnosis through pediatrician

Who should I contact at Da Vinci Academy to discuss my child's difficulties with learning, special educational needs or disability?

- Talk to your child's form teacher/class teacher about your concerns in a particular subject area. The teacher may seek advice from the SEND Team based in the HUB
- If you have concerns about your child's wellbeing please contact your child's form teacher or Pastoral Leader
- If a child has a statement of special educational need/Education, Health and Care Plan (EHCP) you and your child will be able to share your views at the annual review
- If you continue to have concerns, or your concerns are across more than one subject area, you can arrange a meeting with schools Head of SEND & Inclusion, Mr. Keir Mather (01332 831515)

How will Da Vinci Academy let me know if they have concerns about my child's learning, special education needs or disability?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a student's learning and needs:

- Your child's class teacher or form teacher may contact you to discuss the progress of your child in a specific subject area
- The class teacher may also talk to you about any issues during parents evening
- The Head of SEND & Inclusion or Assistant SENCo may contact you regarding concerns about your child's learning.

What is an Education, Health and Care Plan (EHCP); who can request one for my child and how is it different to a statement of special educational needs?

The purpose of an EHCP is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, preparing for adulthood'. An EHCP will contain:

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health and social care needs Established outcomes for your child's progress

- The specified provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the person responsible for SEND, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHCP.

From September 2014 the new Children and Families Act 2014 became law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP is:

- More person-centered with more engagement and involvement from parents, carers, children and young people in the process
- More coordinated assessment process across education, health and care services
Focuses on outcomes to be achieved for each child/young person
- Runs from birth to age 25
- Includes parents, carers, children and young people at the heart of the changes
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The legislation applies equally to schools including academies and free schools

How will Da Vinci Academy know that the support has made a difference to my child's learning and how can I and my child be included in the review process?

- Your child's progress will be monitored every half term through class assessments and also with regard to the specific interventions and provision offered
- The effectiveness of intervention and provision is reviewed regularly to ensure individual learning outcomes have been achieved. Students may continue to require further intervention or they may not, depending on outcomes
- Where students have completed interventions which are proven to be effective, but have not made adequate progress, the HUB team may decide to ask for more specialised help
- You and your child will be kept informed and encouraged to be actively involved in all stages of this support.

What arrangements will Da Vinci Academy make for supporting children in moving between phases of education and in preparing for adulthood?

Da Vinci Academy is committed to supporting students to realise their ambitions by supporting them in making friends, staying safe and healthy and preparing them for adult life. High aspirations are crucial to success.

The HUB team within the school will work in collaboration with the pastoral team, students and parents to provide appropriate support to ensure that students with SEND are able to move between phases of education and prepare for adulthood.

What is Da Vinci Academy's approach to teaching children with SEN and how will the curriculum and the school environment be matched to my child's needs?

At Da Vinci Academy, we have a fully inclusive ethos, which means that all students are supported to reach their full academic potential. We provide high-quality first teaching to all our students within our safe, caring, stimulating environment, where students can learn happily and well. We personalise learning to enable all students to make progress, this includes differentiation to meet the needs of all learners - this may be done through resources, teaching or support.

How does Da Vinci Academy ensure that the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At Da Vinci Academy all staff receive regular training throughout the year to enable all students to have access to outstanding lessons. Training opportunities within and outside the academy provide a thorough understanding of how children learn, including how to best support their specific needs.

All staff have access to SEND resources and information that provides staff with up- to-date information on students with learning barriers, differentiation strategies and links to websites that keep them abreast of current news on SEND. All students with SEND have a Student Support Plan (SSP).

For staff working directly with students with more complex needs, training is given by specialist providers to ensure intervention is well matched to individual children

How does Da Vinci Academy evaluate the effectiveness of the provision made for children with SEN?

All interventions are time-limited and have clear expected outcomes.

All students with learning barriers have a 'Student Support Plan (SSP). This also enables us to capture all of the important information taken from EHCPs/Statements or other external agencies to support teachers with differentiation.

Some students are allocated mentors and are set targets to ensure they are progressing and meeting the targets they set during their annual reviews. We ensure that all targets are SMART (Specific, Measureable, Attainable, Relevant and Timed).

Students progress is monitored by Teachers, year group Teaching Assistants and the Head of SEND & Inclusion

Support for improving emotional and social development. This should include pastoral support arrangements for listening to views of young people with SEN and measures to prevent bullying. What support will there be for my child's happiness and well being at Da Vinci Academy?

At Da Vinci Academy, the happiness, health and wellbeing of all our students is very important. We support students' wellbeing and happiness through:

- Daily tutor time, which covers topical issues and current events
- Some students, depending on their learning barrier are offered weekly 1:1 meetings conducted by Teaching Assistants and the pastoral team to ensure the views of the students are heard and students are supported to progress socially, emotionally and academically
- Da Vinci Academy celebrates students' successes and progress through our weekly assemblies. We have a number of positive reward systems in place, including reward points, given to students in recognition of their achievements. This gives students a sense of belonging and allows them to make a positive contribution both within their class and the wider school
- Students can take part in the Academy Council
- Students can attend the lunchtime Sanctuary club. This is run by the HUB team and is a safe haven where all students can attend. Students can take part in a wide range of activities/complete homework/use laptops and play games. The feedback from students who attend the Student Support Centre has been very positive so far

If you have any concerns about your child, please speak to their tutor/pastoral leader, who may in turn send a referral to the HUB Team.

How do Da Vinci Academy support children with medical conditions?

Students at the academy with medical conditions are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have additional physical or medical needs, the academy will work collaboratively with parents/healthcare professionals/the academy medical officer.

For further information, please refer to the 'Supporting Students at School with Medical Conditions' (April 2014).

How does Da Vinci Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families?

There are a wide range of staff working together to support children and their families. These include a wide range of professionals from the Local Authority, Children's Specialist Services, the NHS and a range of different agencies For more information please see the local offer.

If you have a query regarding the above or you would like more information, please contact the Head of SEND & Inclusion, Mr. Keir Mather, or your child's Pastoral Leader on 01332 831515.

How will Da Vinci Academy support my child and who will oversee, plan and work with my child and how often?

The subject teachers will make regular assessments of progress for all students. They will identify if a student is making less than expected progress given their age and individual circumstances. The first response to such progress will be high-quality teaching targeted at their areas of development.

Where progress continues to be less than expected, the subject teacher, working with the Head of SEND & Inclusion /Pastoral Leader and the Senior Leadership Team (SLT) will assess whether the student has SEND. Evidence will be gathered (including the views of the student and parents) and any extra teaching or other suitable intervention will be implemented that will secure better progress and outcomes.

Students with a Statement of Educational Need or an Education, Health and Care Plan (EHCP) will be assigned a Key Worker. This member of staff will support the student in a number of ways through regular meetings with the student, monitoring progress, absence and behaviour, attending and providing information at annual review meetings and meetings with other professionals, checking progress and liaising with the form tutor and subject teachers.

Who will explain this to me?

Parents will be contacted with details of any extra teaching or support that your child will receive and invited in to meet the Head of SEND & Inclusion. Students with a Statement of Educational Need or Education, Health and Care Plan (EHCP) will meet annually to discuss support and progress.

For further information please contact the Head of SEND & Inclusion, Mr. Keir Mather 01332 831515

What are the arrangements for handling complaints from parents of children with SEN about the provision made at school?

- Initially speak to the Head of SEND & Inclusion, Mr. Keir Mather on 01332 831515 and he will be able to address your concern
- If not, please refer to the academy's complaints policy which can be found on the academy website

What is the Local Offer and where can I find it?

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of the Academy and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service.

Derby's Local Offer is aimed at providing better support and services for children and young people with special educational needs or disabilities and their families.

The Local Offer has been developed in close partnership with Family Voice (Derby's Parent Carer Forum) and with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making more information easily available to help make better choices
- To enable children, young people and families to be informed and empowered to make choices
- To be clearer about what is available and why, and what alternatives are available
- To provide more effective signposting and to get it right first time

Please see link to the Derby Local offer:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>