



MacIntyre Academies
Discovery Academy

Discovery Academy
SEN Information Report

Written: September 2017
Review Date: July 2018

The SEN information report will be updated annually to reflect any changes within the Academy. The report states the current provision within Discovery Academy

1. The kinds of SEN that are provided for.

Discovery Academy is a co-educational academy for children and young people (CYP) aged 9 -19 years with autism and / or a social, emotional or mental health diagnosis. Some CYP may also have additional disabilities but ASD or SEMH must be their main barrier to learning. The CYP attending the academy are those who need a low arousal, autism specific setting with high levels of adult support.

2. What are Discovery Academy's policies for identifying pupils with SEN and assessing their needs?

CYP must have an Education, Health and Care Plan (EHCP) (or transferring from a Statement of Special Educational Need (SEN)) that refers to a diagnosis of ASD or SEMH. The Academy works closely with the child's placing authority to ensure the academy can meet the needs of the CYP as outlined in their statement or EHCP. Before admitting any CYP the academy will receive consultation papers from the local authority. If needs can be seen to be met from this paperwork the CYP will be observed in their current placement and usually at home as well to confirm that the CYP needs can be met in the academy. If this is agreed then we will inform the SEN education department.

3. Arrangements for consulting parents of children with SEN and involving them in their children's education.

The Academy has regular opportunities for parents and carers to meet with staff and be involved in their child's education. We organise transition meetings with parents prior to their child entering the school. We then carry out the following throughout the year to ensure parents are kept fully informed about their child's education.

- Termly parent/carers meetings
- Annual reviews and EHCP meetings hosted at school
- Parents input into Individual Education Plans (IEPs)
- All necessary reviews held at school (i.e. LAC meetings, PEP meetings etc)
- Home visits can be carried out by the class teachers, support staff, or OT to support the work carried out in school.
- Home school books filled out each day by school staff and parents/carers.
- Parents representation on the Local Authority Board
- Seeking parent opinion through consultations and questionnaires.

4. Arrangements for consulting young people with SEN and involving them in their education

Our children have a range of communication difficulties and find expressing their thoughts and feelings very challenging, however we do all we can at Discovery to facilitate their involvement and understanding of their education and learning including the following:

- School Council where children share views and make decisions about what happens in the academy.
- Capturing the pupils' voice in our EHCP and annual reviews. This is normally carried out in the children's communication mode (normally using the computer or dictating but some will write their own).
- Staff carry out regular assessment for learning with the children, talking to them about what they are learning and helping them to fill out assessment sheets
- Arrangements for assessing and reviewing pupils' progress towards outcomes.

5. Arrangements for assessing and reviewing pupils' progress towards outcomes.

The following areas are assessed and reported on for the children and young people:

- National Curriculum and Adult curriculum (with particular focus on PHSE, communication and functional skills.)
- Occupational therapy goals
- IEP targets based around children's skills to manage their own autism
- Behaviour
- AQA
- ASDAN
- Termly and End of year target setting
- Work sampling and photo observations

The academy uses a number of ways to report these findings including:

- Individual Progress review reports
- Pupil progress and assessment forms (showing progress towards educational targets).
- Educational reports
- SaLT reports
- AQA and ASDAN portfolios and accreditations

We also try to involve our students in assessment of learning opportunities where ever possible in the ways described in point **4**.

6. Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Once it is decided that a child or young person is joining us we will liaise closely with their current placement and with families to ensure we organise a tailor made transition package. This often involves staff from Discovery Academy visiting the current provision to see the children and young person and talk to the staff in these settings. Staff can also do home visits if this is something the families would like. We can then arrange for the child or young person to visit Discovery Academy, supported by their current staff. Our staff can, if necessary, prepare photographs and booklets of new staff and rooms at the Academy so children and young people can look at these in their own time. Children who move age phases within the academy are supported with social stories and photographs/symbols of their new classroom and staff members. This transition is fairly seamless for the children.

For children leaving us at 19 we look at transition plans in our Year 12 reviews. We work closely with the young people and their families in researching and looking at provisions and opportunities that may be suitable for the young person's adult life. The Academy will then ensure that the young person's curriculum and functional living skill activities are designed to support them towards their adult placement. CEIAG interviews are provided to post 16 learners half termly.

For those transitioning onto other placements before 19 we will work with the new placement to arrange a suitable transition plan. This can involve visits supported by our staff and social stories to prepare our children and young people for change. We will work closely with families to ensure that they feel fully supported and ready for the move.

7. The approach to teaching pupils with SEN and how adaptations are made to the curriculum and the learning environment of pupils with SEN

Staff differentiate the NC in order to meet the individual needs of each CYP. Our young people are generally working at levels below age-related norms. We follow the curriculum map which shows the theme or module to be covered. The theme or module is presented in a visual way. Subjects and modules are taught through individual direct teaching, small group work and whole class learning experiences. Skills are generalised in different contexts. Staff plan opportunities for young people to learn to cope with change, to make choices and to problem solve.

We teach in a way that is practical and functional for our CYP. We concentrate on the following areas throughout all of our teaching as these are the main areas of deficits for our CYP

- Intellectual and Learning Skills (thinking and be able to learn)
- Communication Skills (Receptive and Expressive)
- Wellbeing (Emotional, Sensory Regulation, Behaviour)
- Social Skills (Interactions, Relationships and Social Understanding)
- Independence (personal care, social experiences and ability to be independent in situations)

We also use a number of different strategies, found to be effective for pupils with autism, to facilitate our learning. These include

- Sensory integration programmes. We employ a part time OT (0.8) to work with the CYP on their targets as well as training all staff to deliver these programmes.
- Speech and Language Therapy and approaches
- Low arousal environment with high staff ratios

8. The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

All staff receive robust, autism focussed training including the following:

- Understanding autism
- Training in sensory integration and occupational therapy for pupils with autism
- Behaviours that challenge
- Team Teach de-escalation and restrictive physical intervention
- Communicate and Print

We observe classes regularly and meet with teachers and HLTAs to recognise any training needs that staff or classes may have.

We liaise closely with Warwickshire SENDAR, health teams and social care personnel to ensure that we meet the statutory needs of our pupils as outlined in their EHCP or statements. We also use the skills of a number of outside providers to enrich our curriculum.

9. Evaluating the effectiveness of the provision made for pupils with SEN

The academy has a development plan and a self-evaluation report in line with the Ofsted framework.

The Principal and SLT carry out regular scrutiny and reporting on teaching and learning and attainment and progress.

The school is governed by the Local Authority Board who report into the Board of Trustees.

The Principal reports termly on all aspects of the school to evaluate effectiveness and LAB meetings occur five times a year.

10. Where can parents and carers find information about the local offer

Information about the local offer can be found on the Warwickshire County Council web page. There is also a link on the Discovery Academy website to the local offer.