

Dartmouth Academy – The Local Offer

At **Dartmouth Academy**, we are committed to offering an **inclusive curriculum** to ensure all our students make the **best possible progress** whatever their needs or abilities. Our approach is based on **Quality First Teaching (QFT)** and a **graduated approach to Special Educational Needs and Disability (SEND)**. Our Local Offer should be read in conjunction with the Devon County Council Local Offer.

The specific objectives of the **Special Educational Needs and Disability (SEND) Policy** are:

- **to identify** students with special educational needs and disabilities and ensure that their needs are met.
- to ensure that students with special educational needs and disabilities are able to **be included** in all the activities of the Academy.
- to ensure there is an **effective dialogue** between the Academy and parents/carers regarding their child's special needs.
- to ensure that **students express their views** and are fully involved in decisions which affect their education.
- to promote effective **partnership** and involve **outside agencies** when appropriate.

There are **4 areas of need** set out in the SEN Code of Practice (2014) and we have suitable provision experience of each of them:

- Communication and interaction (e.g. Autism).
- Cognition and learning (e.g. Dyslexia).
- Social, mental and emotional health.
- Sensory and/or physical.

NB: SLCN (Speech, Language and Communication Needs) as a secondary need can occur within any of these categories.

To ensure that the staff is aware of which students have SEND the information is available on the shared files for staff. The **Special Educational Needs Coordinator (SENCo)** maintains **three SEND lists** on the central system. Each of the students on the SEND lists has an **Individual Education Plan (IEP)** also kept centrally. The IEP is usually written by the SENCO in consultation with students, parents/carers and teachers. It may also involve consultation and advice from external agencies.

The three categories are:

1. **WatchOut** – the needs of these students are met from our universal provision however there is some requirement for differentiated approaches and personalised teaching. Such requirements are modest and recorded on Watch Out IEPs. Watch Out IEPs are **reviewed annually**. The category of need is revised as necessary.
2. **Single School Category of SEND** – the needs of these students go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include appropriate evidence based **interventions**. SEN support in the Academy is based on 4 types of action – Assess, Plan, Do, Review; documentation and targets are **reviewed three times a year**. The category of need is revised as necessary.
3. **Statement of Special Educational Needs or Educational Health and Care Plan** – the needs of these students go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include appropriate evidence based **interventions**. SEN support in the Academy is based on 4 types of action – Assess, Plan, Do, Review. The IEP and the **targets** agreed are **reviewed three times a year**. The category of need is revised as necessary.

We will publish an **SEN Information Report** on the Academy website with regular updates.