

SEND Information Report – 2025/26

About Dartmouth Academy

Dartmouth Academy is an inclusive school for children from **Early Years (EYFS) to Year 11**. We support pupils with a wide range of needs wherever possible. Some children with very complex needs may be better supported in specialist settings, and we work with families and the local authority to make the best decision for each child.

This SEND Information Report explains how Dartmouth Academy supports children and young people with **Special Educational Needs and Disabilities (SEND)**.

If you have any questions or would prefer to talk to someone instead of reading this report, please contact us:

- **Beth Gorton (Assistant Principal SENDCo):** bethan.gorton@dartmouthacademy.org.uk | 01803 839700
- **Kirsty Blazquez (Primary SEND Lead):** kirsty.blazquez@dartmouthacademy.org.uk | 01803 839700

What does SEND mean?

The formal definition of Special Educational Needs & Disabilities (SEND) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has:

- a) a significantly greater difficulty in learning than the majority of others of the same age;
- b) a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Clause 20 Children and Families Act, June 2014)

This means, a child may have SEND if:

- Find learning much harder than other children of the same age, **or**
- Have a disability that makes it difficult to use the same school facilities as others.

Children's needs usually fall into one or more of these areas:

- **Cognition and Learning** (for example, dyslexia)

- **Communication and interaction** (for example, speech and language needs or autism)
- **Social, emotional or mental health** (for example, anxiety or ADHD)
- **Physical or sensory needs** (for example, hearing or mobility difficulties)

How do we know if a child needs extra help?

We identify needs by:

- Regular teacher assessments and observations
- Information from previous schools or nurseries
- Listening to parents' and carers' concerns
- Listening to pupils
- Screening for reading and spelling (especially in Year 7)
- Analysing behaviour patterns
- Advice from professionals such as educational psychologists, speech and language therapists or doctors

What should I do if I'm worried about my child?

If you are concerned about your child's learning, behaviour or wellbeing:

1. Contact **Beth Gorton** or **Kirsty Blazquez**
2. We will listen to your concerns and agree next steps together

You do not need a diagnosis for your child to receive support. Equally, a diagnosis does not necessarily mean a child needs additional support.

What support is available?

In the classroom

Most support happens in lessons through **Ordinarily Available Inclusive Provision** (OAIP) including:

- Clear instructions and well structured lessons
- Explicitly taught and maintained routines
- Adapted tasks or resources
- Extra time or different ways to record work
- Use of technology where helpful
- Scaffolding of tasks
- Check-ins from staff

If you would like more information about OAIP, please speak to Beth Gorton

Additional support

Some pupils may also receive:

- Small group or one-to-one support
- Social or emotional support groups
- Pre-teaching to help them feel more confident in lessons
- Learning Plans with clear targets (for pupils on the SEND register)

Education, Health and Care Plans (EHCPs)

If a child needs a high level of support over a long period, we may work with parents to apply for an **EHCP**. Parents can also request this directly from the local authority (Devon or Torbay).

Pupils with an EHCP will also have a Learning Plan which breaks down long-term goals into short term targets.

How will I know how my child is doing?

You will receive:

- Secondary Success Trackers three times a year
- Parents' evenings
- Regular communication through Class Charts

For pupils with higher levels of need, there may also be:

- Learning Plan reviews
- Annual Review meetings (for EHCPs)

You can contact the school at any time if you have questions.

How do we support wellbeing?

We care about the whole child, not just academic progress. Support includes:

- A strong Inclusion Team (class teachers, tutors and inclusion staff)
- A trusted adult or key worker for some pupils
- Help from outside services when needed (for example, MHST, CAMHS or School Nursing)

We follow strict safeguarding procedures to keep children safe.

Specialist services

In school

- SENDCo and Primary SEND Lead
- Learning Support Assistants (LSAs)
- Alternative provision spaces: **Horizons** (Secondary) and **The Anchor** (Primary)

Entry to Horizons and The Anchor is at the determined by the SENDCo, through discussion with class teacher(s) and parents.

Where pupils require interventions, these will usually be carried out within Horizons or The Anchor

External support

We work with services such as:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- Autism and Communication teams

We hold half termly School, Support & Snacks. Each session will include an input from a professional followed by the opportunity for parents to speak to professionals about their child. Upcoming sessions are advertised on the school's social media. There is no need to book. All are welcome.

Professionals that regularly attend include:

- Educational Psychologist
- Neurodiversity Navigators
- Citizens Advice Bureau
- Family Hub
- Mental Health Support Team
- Fidget Project

If you have any questions about School Support & Snack, please contact Beth Gorton or Bex Darke.

Staff training

Staff receive regular training on a wide range of areas, including but not exclusive to:

- SEND and Inclusion
- Autism, ADHD and learning difficulties
- Mental health and wellbeing
- Safeguarding and first aid
- OAIP

This helps ensure pupils are well supported across the Academy.

How are parents involved?

We work in partnership with parents and carers. You can be involved through:

- Planning and review meetings as appropriate
- Parents' evenings and information events
- Regular contact with staff

Your views matter, and we encourage open communication.

School trips and activities

All pupils are encouraged to take part in trips, clubs and activities. We plan carefully to remove barriers and make reasonable adjustments where needed. Please talk to us early if you have concerns.

Accessibility

The school site is accessible, with:

- Wide corridors and open spaces
- A lift in the main building
- Individual adjustments for mobility or sensory needs

Transitions

We support pupils at key transition points, including:

- Starting nursery or Reception
- Moving to Year 7
- Preparing for life after Year 11

Some pupils receive extra visits or tailored transition programmes to reduce anxiety and build confidence.

How are resources and support decided?

Support is based on:

- Your child's needs and presentation in school
- Evidence of what helps them make progress

- Advice from professionals

Support is reviewed regularly and adjusted as needed.

If you have concerns

If you are unhappy or worried:

1. Speak to the SENDCo or Primary SEND Lead
2. If needed, contact the Principal or SEND Governor

We aim to resolve concerns quickly and work positively with families.