

Support for Special Educational Needs and Disabilities (SEND)

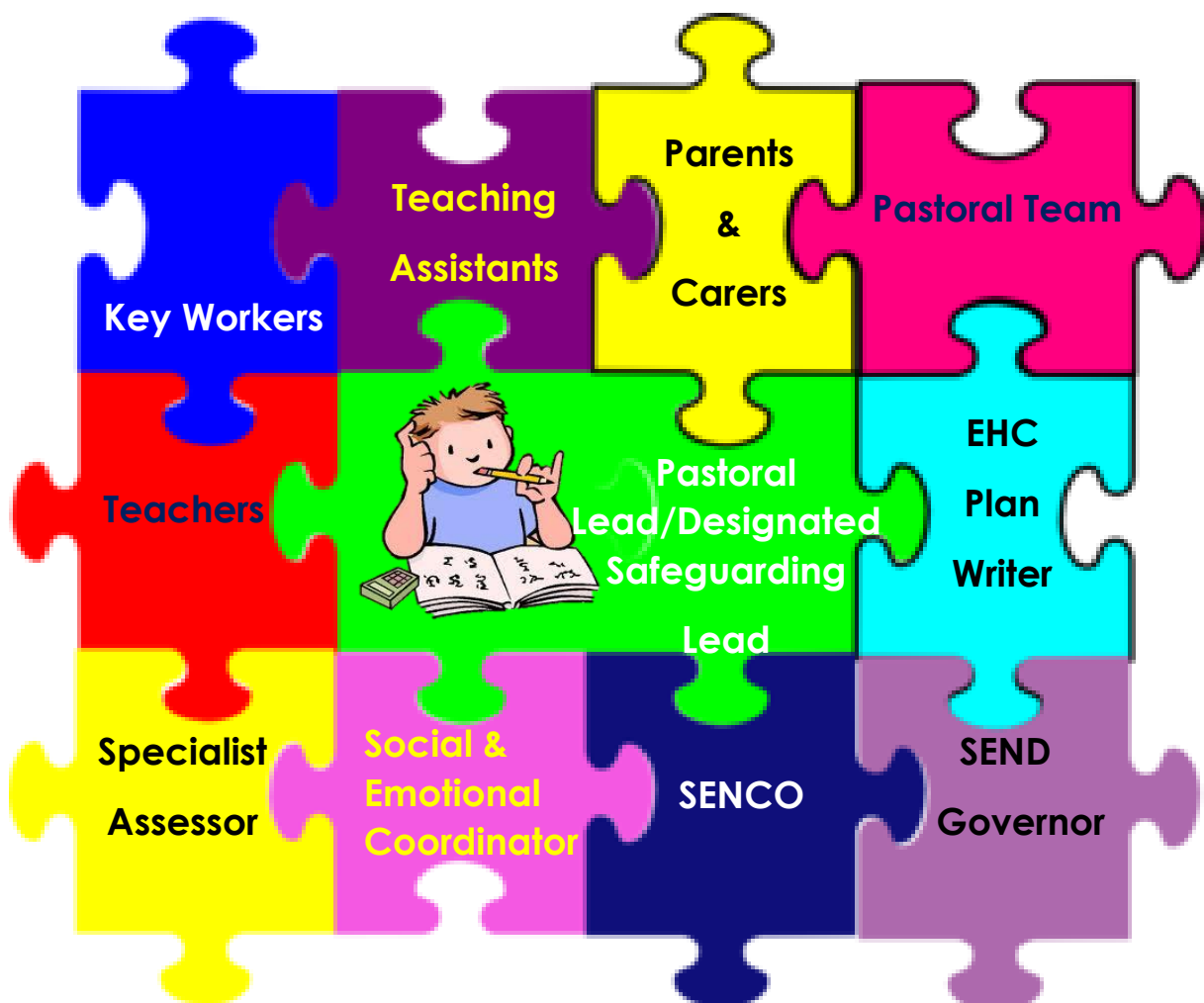
at the Danesgate Community

Dear Parents & Carers,

In the Danesgate Community every child matters. We welcome pupils age 5 to 16 within the City of York and the outlying areas. All the pupils who attend here have additional needs of one kind or another which means they are unable to be educated within mainstream education. All have social, emotional and behavioural difficulties (SEMH) and/or learning needs, Autism or ADHD. All pupils are all placed on the SEND register on enrolment. We aim to nurture and support every pupil to achieve their full potential, including academic achievement, life skills, social communication and interaction skills and emotional resilience. Quality teaching for all pupils is vital and we pay special attention to any extra needs they might have. We endeavour to help pupils to return to mainstream education. Where this is not possible, we provide education to help them move on to further education and the world of work.

You may know that the Danesgate Community is the Pupil referral Unit for the City of York. However, this is just part of what we do. We also educate over 120 pupils with Education Health and Care Plans (EHCPs) and run an outreach programme across the city. We are very successful in all of these areas of our provision.

We work closely with parents and carers to make a partnership to meet the needs of each pupil. We value your views and will keep you informed regularly of your child's progress. Your child will have a Key Worker who will keep in contact with you. They will be your first contact for day to day issues supporting your child. They will co-ordinate regular reports you will receive and will be responsible for co-ordinating your child's Individual Education Plan. (IEP) The additional needs your child has, will be overseen by the school's Special Needs Co-ordinator (SENCO), Sarah McKinley. If you would like to meet with Sarah to discuss your child's needs, please phone the main school telephone number **01904 555555**.



All pupils at the Danesgate receive quality first teaching in class. This means that appropriate learning objectives are set for each pupil and a range of teaching styles and strategies are used to make sure your child's needs are met. We try to restrict the size of teaching groups of no more than 8 pupils and so all classes effectively receive small group teaching.

Your child will also have an Individual Education Plan. This sets out their targets across the areas of need including: cognition and learning, communication and interaction, SEMH, preparation for the adult world and physical and sensory. It explains the strategies that will be used to help them overcome these issues. These plans are reviewed at least three times a year and new targets are set. The plans are available for parents and carers to discuss at the termly reviews with the Key Worker.

We also offer many different forms of additional provision. These include:

- Small group learning in nurture groups of pupils carefully chosen with similar needs and presentations. Support from specialist curriculum teachers
- Support for specific learning difficulties in literacy and numeracy
- Pastoral support department
- Universal and targeted support for SEMH needs led by a qualified coordinator who works with the Wellbeing Service and MIND
- Targeted interventions for Speech, Language and Communication Needs (SLCN)
- Group tuition in satellite outreach classes outside Danesgate (Kestrel and Eagle provision)
- Outreach support for mainstream schools
- EBSA (Emotionally Base School Avoidance) provision at St Lawrence's School
- Access to alternative learning experiences such as Tool Box mechanics, Joseph's Trust farm, Evolve Football, Teach Me Happy, Bilbrough Country Classroom and Ad Astra
- Counselling from Changing Lives on site (drugs counselling)
- Access to help and assessment from outside agencies such as Speech and Language Therapy (SALT), Educational Psychologists (EP) and Children and Adolescent Mental Health Services (CAMHS)
- Post-16 support from CYC Specialist Learning and Work Advisor



How do we identify what additional needs your child has?

If your child has been identified as having additional needs by their previous school, we will use the available information to create a programme to meet their needs with us. Secondly, we carry out a series of age-appropriate screening tests on enrolment, which give us an indication of your child's needs. These tests are supervised by the specialist assessor, Louise Stoneman, who is qualified in this area. They indicate to us which interventions will be appropriate for your child. Thirdly, and most importantly, we listen to what parents and carers have to say. If you think your child may have special educational needs that have not been diagnosed, we will carry out observations and tests to determine what they are. If necessary, we will ask outside agencies or specialist services to help us. We will share our information with you and then put a plan in place to meet the needs of your child.



Categories of Special Educational Needs and Disabilities

Children's difficulties may fall into one, or more, of four broad areas in the table below.

Cognition and learning Making progress in reading writing and spelling, including Dyslexia Making progress in maths including Dyscalculia Understanding information Concentration and attention Memory issues Planning and carrying out activities independently	Social, Emotional and Behavioural Making friends and relationships Relating to adults and authority Regulating their behaviour and emotions Making good choices Keeping safe Anxiety/low mood Mental Health issues Understanding themselves and developing their identity
Communication and Interaction Learning vocabulary Expressing themselves Understanding others Speech impairments Working in groups Making and maintaining friendships	Sensory, Physical or Medical Hearing impairment Visual impairment Dyspraxia Mobility issues Other physical difficulties Health conditions that slow down progress or involve treatment.

What Support Can Danesgate Provide?

At Danesgate we endeavour to meet the needs of all our pupils and to find the strategies, interventions, tuition and services they need to strive, thrive and achieve. We see pupils whose needs can be in one, or more, of the categories above. We consider ourselves to be especially experienced with pupils who have social, emotional and behavioural problems, learning needs as well as communication and interaction issues. Every child has a bespoke plan which aims to meet their individual needs.

What if a pupil has complex needs but no Education, Health and Care Plan?

When a pupil has complex needs but has come to the PRU with no EHCP, we can consult with a wide range of support services and outside agencies through a multi-agency approach. Working closely with parents, carers and pupil, we will create a My Support Plan (MSP), which details the needs of the pupil and the plans, strategies and interventions that have been agreed. This will be reviewed and revised every three months.

Where a pupil has a My Support Plan and we can demonstrate that they have a high level of needs, we may apply to the Local Authority for a request for statutory assessment for an EHCP. The EHCP allows school to access extra funding to support your child. We can also support parents to make a parental request for an assessment.



How does Danesgate Support mental health and wellbeing?

All our pupils have their needs evaluated via the Boxall Profile system. This allows us to understand their needs in detail and to agree targets and strategies to support them. This is supervised by the Social and Emotional Coordinator. We can also access some external therapy where this is necessary.

How will the school support children with physical and medical needs?

Danesgate staff will meet with parents and health workers to make sure we have the correct training and advice to provide the appropriate medical support and to create a Medical Support Plan.

Medicines are stored in locked cabinets and may only be administered by trained staff. There is a team of staff who have first-aid training. Our buildings and classrooms on-site are all wheelchair friendly with ramps into buildings and we have a lift to the upper floor in the Skills Centre. We also have disabled lavatories and shower with wheelchair access available. At the end of this report is a section giving full details on school accessibility for pupils and visitors. We will always try to work with pupils and families who have disabilities and will seek to make all the reasonable adjustments we can so your child can be taught on-site.

How will I know how my child is doing?

The key worker will be contacting you regularly by phone to talk to you about your child's progress and any issues that may arise. You may receive texts to keep you informed of the smaller things you still want to know but don't need to discuss on the phone. More formally, there will be termly Reporting Days throughout the year where you will be invited to discuss your child's report and IEP and to make any enquiries that you need to. Formal reports are sent out 3 times a year.

At the Danesgate Community, we carefully track the progress of our pupils during each lesson and each term. The progress and attainment of each pupil is then checked by the Teaching & Learning Manager and by the SENCO. At this time, provision may be adjusted to meet newly identified needs. If this happens, we will share this information with you.



What helps me...?

To learn-

- My teachers
- Being in a small group
- Some 1 to 1 help
- Being in a funny class. It is good to have a laugh

To be independent-

- I can use the bus now and I have been in to town without mum.

To spend time with friends-

- Don't do it

To be healthy-

- I eat quite healthily- mum insists



If a pupil has an EHCP, there will also be an Annual Review meeting, where parents, pupil and professionals will come together to celebrate the achievements of one year and to plan for the next. We ask our older pupils to lead this meeting by delivering and discussing the Pupil Voice Power Point that they prepare (Key Stage 3 & 4) to reflect on how they have done over the year. Primary children will be asked to make a Smiley Face Chart or

Pupil Photo Presentation to see how they have done with their targets over the year. Parents are asked to contribute their views and opinions and to set targets for their child. This process is supported and coordinated by our EHC Plan Writer, Shelley Snowdon.

What if my child is looked after by the Local Authority?

Children who are looked after by the Local Authority are supported by an organisation called the Virtual School. The Head of the Virtual School is Karron Young. At Danesgate, the SENCO acts as the Designated Teacher responsible for children who are looked after. Together we work closely with parents, carers and Social Care to ensure that Personal Education Plans (PEPs) and the money from Pupil Premium Plus, is used appropriately to support emotional wellbeing. Support and Advice from the Virtual School team is readily available through school or via social workers.

How will the staff of the Danesgate Community prepare and support my child to transfer to another school?



At the Danesgate Community, every effort is taken to ensure transition times are successfully managed. Because of the nature of our setting, we endeavour to support pupils to return to mainstream schools wherever possible. If your child has an EHCP, the process is managed by SEN panel; other transitions are managed by the Fair Access Meeting (FAM). The actual transition will be agreed by family and schools to make sure it is planned carefully to reduce the barriers to success. The transition may take weeks or months and is likely to be in staggered stages to

reduce anxiety and give time for the pupil to get to know the new school, the teachers and the expectations.

If your child is beginning the transition to Post-16, we will work with you and your child, alongside the Specialist Learning and Work Advisor, Sue James, to identify and plan out the chosen next steps and to ensure they are successful.

School Accessibility Checklist

We consider that accessibility to our site is generally good and is safe for disabled users and accessible for those with wheelchairs.

The main entrance is well signed from the edge of the site and easily recognised. There is flat access to the main entrance from the road and sufficient space for a wheelchair to enter, including a level landing in front of the entrance. An automatic door has been installed at the main doors and the inner doors are accessed by a push button by admin staff. All internal doors are of a suitable size for wheelchairs. Floor coverings are flat. Classrooms are easily accessible by all and a variety of table heights can be provided though these are not adjustable.

Circulation around the buildings is easy and the corridors are wide. There is a lift to gain access to the upper teaching area in the Skills Centre. There are only two sets of stairs in school



and they are colour contrasted for safety. An Emergency Evacuation procedure is in place for the upper floors for disabled users.

The school benefits from dedicated, accessible, disabled toilets with fittings suitable for disabled users. We also have a hygiene room that includes a shower. A hoist and changing bench is not however available. There is no medical room at this time.



Measures to support those who are visually impaired are fair in terms of anti-glare blinds, good levels of lighting and colour contrasted internal kerbs. Outside these are in the process of being installed. Braille signage has not been made available at the moment. Measures to support those with hearing impairment are not part of school infrastructure at the moment but this would be reviewed if a pupil with hearing impairment comes onto our roll. At this time we will seek advice from the

Visual Impairment/Hearing Impairment Teams to decide what priorities should be addressed. When any pupils joins us, who has accessibility needs, we work closely with parents, clinicians and the Specialist Teams to make all adjustments possible.

Further information can be found on the school's website:

<http://www.danegatecommunity.org.uk/>

You can also find out about York's Local Offer for SEND at:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>