

# **Additional and Complex Needs and Disabilities Report 2017-2018**

## **The Central Devon Academy**

The Central Devon Academy (CDA) is a SchoolsCompany Alternative Provision Academy that provides interim educational provision for young people who have been permanently excluded from school; have medical needs that prevent attendance at a mainstream school; or who as a result of exceptional circumstances are unable to access a school place in a Devon School.

## **Special Education Needs and Disabilities (SEND)**

Young people referred to CDA have social, emotional and behavioural needs; communication and interaction needs; cognition and learning needs or medical needs that present barriers to full time attendance in school.

## **Identifying SEND**

All young people on roll of CDA have additional and complex needs or disability because their current needs require additional educational provision to be made for them. A learning difficulty or disability is defined as:

“having a significantly greater difficulty in learning than the majority of others of the same age” or “having a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The CDA Assessment and reporting policy outlines the procedures for identifying and assessing students with additional needs. This policy can be found on our website. The Special Educational Need and Disabilities Policy describes the Academy’s commitment to addressing the special educational needs of young people referred to the Academy. Where necessary young people are assessed according to the Graduated Tool and their needs identified and a plan made to address their needs. The Graduated Tool process may in certain circumstances result in an Education, health and Care Plan where assessment indicates that specialist educational provision is required.

## **Assessment of learning needs and monitoring progress**

On entry to the Academy each young person is assessed using baseline assessment tests in order to ascertain their academic ability and skills in English, Maths and Science, at Key stage 4 they will also complete a baseline assessment in each subject that they study. At secondary level CEM gives both baseline and targets and at primary level INCAS and Yellis assessments give an advisory score. Also social and emotional needs that may impact on their learning are assessed using PASS, SNAP and listen to me. This is arranged with the Assessment and Reintegration Co-ordinator. Regular teacher assessments take place in all subjects and progress data is collated, analysed and reported every half term. Progress data is used to evaluate the effectiveness of our provision and identify additional steps that need to be taken to accelerate the progress of particular individuals and groups.

## **Approaches to teaching**

Young people who attend one of CDAs centres are usually taught in small groups of no more than six students. Students who are taught out of centre are mainly taught one to one. Students have access to information technology and specialist resources to support their learning. Social and emotional development underpins our work with young people. Students with additional and complex needs have access to highly personalised programmes that may include group or individual support and additional specialist interventions. They have access to a literacy and numeracy support programme throughout their time at the Academy. We have two intervention teaching assistants to support the above. CDA also facilitates specialist interventions to support personal and social development including programmes for groups such as SchoolsCompany's field school, and Complementary Services. In addition we have our 'Engagement' team who support students in and out of the classroom. The Academy also employs a part time pastoral support worker to whom young people can self –refer.

## **The Curriculum**

All young people at CDA will follow a core curriculum of English, Maths, Science and IT at key stage 3 and 4. Primary students follow the national curriculum. Students can access qualifications and accreditation at an appropriate level according to their ability and needs from entry level to level 1 or 2 qualifications, including GCSE, Btec courses and Princes Trust Achieve. Students with additional and complex needs have access to additional one to one support and mentoring. Specialist assessments and arrangements will take place to ensure that young people with SEND have appropriate support and have access arrangements in order to fulfil their potential in exams.

The Academy offers a wide range of activities to enhance personal and social development including enrichment activities in Art, Music, Drama, Outdoor Education, vocational experiences and Princes trust. All students at key stages 3 and 4 have tutor / mentor time at the beginning and end of each day

## **Accessibility**

The CDA centre offers facilities for small group teaching and individual learning. The Stansfield Centre caters for up to 55 students with behavioural needs from 5 – 16 years old. Additionally we cater for up to 54 students with medical needs / additional and complex needs, either in the Hive (Our Tiverton satellite base)) or in students homes and schools or the local community. The Stansfield centre has wheel chair access and lift access.

## **Staff expertise and training in SEND**

Educational programmes and support for students with additional and complex needs and disabilities are managed by the SENCo Traci Phipps. Traci can be contacted on 01392 445 446 ext. 204 and by email at [traci.phipps@schoolscompany.co.uk](mailto:traci.phipps@schoolscompany.co.uk)

The SENCo is a qualified and experienced teacher who is undertaking the National SENCo Award in 2016-2017. The Head Teacher has strategic responsibility for students with SEND. Within the staff there are five Thrive trained practitioners, a trained counsellor and a trained art therapist. Teaching and support staff have experience of working with young people with ASD, SEBD and MLD. All staff take part in regular training in working with young people with SEND.

## **Making a complaint**

In the event of a complaint from a young person with additional and complex needs or their parent/ carer, the complainant is encouraged to contact the Principal of CDA who will investigate and respond accordingly. If the complainant remains dissatisfied with the response, they should contact Sarah Acland, Executive Principal, and express their complaint in writing. Additionally they can ask for a copy of the complaints procedure policy available on our website.

## **Working with other agencies**

The Academy endeavours to adopt a holistic approach and work collaboratively with other agencies, including the 0-25 SEND team, Educational Psychologists, the Behaviour Support Team, the Education Welfare Service, Social Care, Careers South West, the Youth Offending Team, Medical Professionals and the Police.

## **Moving On**

CDA actively supports young people in their transition to other educational and training provisions. Where appropriate young people in KS1-4 have the opportunity for a supported transition into a new school with the Assessment and Reintegration co-ordinator, Young people



in KS4 also access support through Careers South West and CDA to enable them to make a successful transition to post 16 education and training.

Information regarding the Devon Local Offer for young people with SEND can be found by following this link: <http://www.devonsendpathfinder.info/local-offer>.