

CORE OFFER

Recently there have been major changes in the way that special educational needs are provided and organised. These changes are laid down in the Children's and Families Act which becomes law in September 2014. The key principles of this new legislation are:

- Young people and their families should be involved in discussions about the support they need.
- Education Health and Care Plans (EHC) will replace Statements of Special Educational Needs, and will include new assessments for additional needs. Existing statements will remain in force until all children have completed the transition to the new system, which will be within the next 3 years.
- School Action and School Action Plus will be replaced by a single school based category for children who need additional extra help.

At Dove House we believe that we can make a difference to the lives of every pupil within the school. As a special academy we also believe that the provision we make for our children should be higher than that which they would receive if they were in a mainstream setting. Broadly the school caters for children whose learning difficulties are significantly greater than the majority of children of their age. The school is for children who have moderate learning difficulties, many of whom are on the autistic spectrum.

The following questions highlighted what is provided at Dove House.

1. How does Dove House School Academy know if children need extra help?
 - All pupils are assessed and screened on entry to the school.
 - All the pupils have an Education, Health and Care Plan or Statement which identifies each child's special needs.
 - Concerns are raised by parents/carers, teachers, support staff and the pupils previous school.
 - The pupil is not making sufficient progress.
 - Poor test scores.
 - Change in the pupil's behaviour.
 - The pupil asks for additional help.
2. What should I do if I think my child needs additional help?
 - Contact your child's tutor who will investigate these concerns.
 - Contact Mrs S Corry, Deputy Headteacher who has a responsibility for the pupils and parents.

3. How will the school support my child?

The school's curriculum has been specifically designed to support the needs of all its pupils; this includes especially dedicated areas for particular learning difficulties:

- Lifeskills, all the pupils take part in a lifeskills programme in preparation for their future life as successful citizens.
- Personal Challenge, this course is run for all pupils and its aim is to improve the children's self-confidence and esteem.
- Small classes.
- A supportive tutor system.
- A range of provision for specific difficulties.

The following specialist provisions are provided for those children who need them:

- Each child on being admitted to Dove House will be baseline assessed which will include standardised testing in literacy and numeracy and a non-verbal test to indicate potential.
- Pupils Additional Literacy Support (PALS) a specialist provision for children with reading and spelling difficulties (Dyslexia).
- Speech and Language Therapy.
- Occupational Therapy.
- Learning Support Base (Autistic Spectrum Disorder).
- Social Skills Course for those children with Asperger's Syndrome.
- Emotional Literacy for children who have difficulties with relationships.
- The school also provides a parent and pupil service for all of its families and runs courses for parents and children in relationship building. The school has a very calm and caring ethos which is designed to provide the maximum learning opportunities for all of its pupils.

4. How will I know how my child is doing?

- The school holds regular parents evenings where parents can talk to subject staff.
- Annual reviews are held for all pupils.
- The school operates a diary system in which tutors have an ongoing dialogue with parents on all aspects of their school life on a daily basis.
- IEP targets are set for all individual needs which a child may have, ie, Dyslexia, Speech and Language or behaviour difficulties.
- The school also sets Access Targets for each child; this is a personal development target which is designed to help them access the curriculum. These targets are tracked on a lesson by lesson basis.
- The school tracks each pupil in every subject on a termly basis.
- Pupils are graded in each lesson for effort and behaviour on a four point grading ranging from excellent to cause for concern.

5. How will the curriculum be matched to my child's needs?
- The school will try very hard to include all children in all school activities whenever possible.
 - Whenever possible additional classroom support is provided in most lessons.
 - Classroom support is targeted at subjects rather than individual pupils, ie, classroom assistants work with all pupils in the group rather than just one child.
 - The curriculum is designed to meet the individual needs of each pupil. This will include specialist resources such as PALS for children with Dyslexia, Occupational Therapy and Speech and Language. The school also runs a nurture group for those children whose global needs indicate that they will require additional support throughout their lives.
 - Pupils on the autistic spectrum receive support for this from the schools Learning Support Base.
 - The tutor system has a dedicated Asperger tutor group in each year.
6. How will you help me to support my child's learning?
- Parents can make an appointment at any time to see the headteacher or their child's tutor.
 - The school also has a specialist provision available for all its families – Parent Partnership Manager, who is there to support the pupils and their families in anyway.
 - The school operates a home school link book which is designed to promote dialogue between the tutor and the parents.
 - All the children will have an IEP Target which will be called an Access Target. This is designed to help the child to access the curriculum. Pupils who receive additional help, PALS, OT, SaLT etc will have a separate IEP for these areas.
 - The school holds annual reviews for every child reviewing their education, health and care plan/statement which looks at how well the provision is meeting your child's needs.
 - The school operates a home school reading system – Rapid Reading which can be accessed via the internet.
7. How does the school know how well my child is doing?
- We measure every child's progress in learning against national expectation and age related expectation (Reading Age, Spelling Age, Numeracy Age and Non-verbal Quotient).
 - Each child's progress is tracked by the respective subject areas and reviewed every term.
 - The school operates a whole school tracking process whereby those children who are failing to make at least satisfactory progress are highlighted.
 - Each child is also tracked by their tutor in every lesson throughout the day and this can be fed back to parents when necessary. This also includes tracking of each child's behaviour.

8. What support will be there for my child's overall wellbeing?
- Each child's tutor has the overall responsibility for the pastoral, medical and social care of the children in their tutor group.
 - The Deputy Head with responsibility for parents and pupils liaises with various other agencies and parents.
 - The Parent Pupil Deputy also tracks attendance and other social issues for all pupils.
 - The school's Parent Partnership Manager liaises with parents and deals with any difficulties they may have, ie, transport, housing, social service benefits etc.
 - Pupils on the Autistic spectrum are supported by the Special Needs Deputy and the schools ASD provision.
 - In each year group there is a dedicated Asperger tutor group.
 - The majority of staff have taken an additional qualification in the teaching of Autistic children - TEACCH.(PAATHS)
 - The school also operates a Learning Support Base for children with more severe autistic needs.
9. How does the school manage the administration of medicines?
- The school has a policy for the administration of medicines.
 - Parents need to contact the school office if their child needs to take medication during the school day.
 - On a day to day basis the admin staff oversee the administration of medicines.
 - Staff are regularly trained and updated on medical conditions effecting individual children by the relevant health care professionals.
10. What support is there for behaviour, avoiding exclusion and increasing attendance?
- The school operates a positive approach to pupil behaviour with a clear and extensive reward system.
 - All pupils' behaviour is tracked on a lesson by lesson basis.
 - Any child who's behaviour registers 15 or above points on the schools tracking system has an Individual Behaviour Management Plan, this is negotiated with the pupil concerned and their parents and progress is fed back to all concerned on a regular basis.
 - The rate of exclusion is extremely low, less than 1 per year.
 - No child is allowed to interrupt the learning of others and any child that does so will be removed from the classroom by one of the senior management team, with a high number of ASD children we aim to keep the school a calm, caring and quiet environment.
 - Lateness and absence are recorded in every lesson and fed back to parents through reports and their child's diary.
11. How will my child be able to contribute their views?
- The school has a very strong Pupil Voice. Pupils are directly involved in the appointment of all staff.

- Every child has the right to express their views and the school operates a School Council which is an open forum for any issues or viewpoints.
- As part of our reviewing process, pupils are able to express their views on the school.
- The school regularly conducts anonymous pupil and parent surveys.
- Pupil mentors are used extensively across the school to help pupils who are unable to make their wishes known or need help with their behaviour.
- The Headteacher operates an open door policy.

12. What specialist services and expertise are available?

- The school has a Special Needs Deputy and a Director of Special Needs (SENCO), the school works very closely through the above with a wide range of agencies.
- The school also has an OT, two Speech and Language Therapists, an Educational Psychologist, specialist teachers for dyslexia and autism.

13. What training have staff had for supporting children with SEND.

- Nearly all teaching staff hold an additional qualification in the teaching of autism.
- The school has three specialist teachers for teaching children with Dyslexia who deliver training to the whole staff team on a regular basis.
- The school has an Occupational Therapist who deliver training to the whole staff team on a regular basis.
- The school has two Speech and Language Therapists (2 days a week) who deliver training to the whole staff on a regular basis, one provided by HCC.
- The school also runs its own Autism courses.
- The school is a Teaching School and an initial teacher training provider for the town.
- Dove House is the lead school for school based initial teacher training in Basingstoke.

14. How will my child be included in activities outside the classroom (including school trips)?

- All children are included in all aspects of the school curriculum, whenever possible.
- All trips are risk assessed.
- The school runs many offsite and residential activities.
- The school has a policy of supporting all its pupils financially if they are unable to pay for trips and outings (Pupil Premium).
- After school clubs are provided and run by Dove house staff.
- Holiday clubs are run at Easter and in the Summer, two weeks in total.

15. How accessible is the school environment?

- The school is situated on two floors and this makes movement to the first floor difficult and challenging for some children. The structure of the building makes it impossible to have a lift fitted, however, any child that has difficulty accessing the school is given specific help to get round these difficulties whenever possible.

16. How will the school prepare and support my child when joining the school and transferring to a new school?
- Any child who attends Dove House will be visited by the school's Parent Partnership Manager, Mr D Reid, who will compile a profile of the child's needs and guide them through the transition process.
 - On leaving school the Parent Partnership Manager will work with each child and their families on their career wishes. Presently all pupils are placed on leaving at the end of Year 11.
 - At Key Stage 4, Years 10 and 11 each child follows an individual Pathways Programme into Post 16 life.
 - All children are encouraged to spend at least a day with us as part of their transition programme. This may vary in each individual case.
 - Specialist help is provided for all those children on the Autistic spectrum.
 - The Deputy Head (Parents and Pupils) liaise with each feeder school over the transfer of the child.
 - The school runs a Link Centre for post 16 pupils to track their progress on leaving.
 - As an academy the school does have the facility to take pupils on a trial basis in exceptional circumstances.
17. How are schools resources allocated and matched to children's SEN needs.
- The school ensures that all the children's special needs are met according to the resources it has.
 - Pupil premium is allocated across the school as there is no attainment gap at Dove House.
18. How will we know if we have had an impact?
- All the children's targets are tracked on a regular basis by their class tutor.
 - Verbal feedback is provided to every child in every lesson.
 - Each child's progress is tracked formally every term and those not making sufficient progress highlighted.
 - The pupils consistently achieve above what is expected in their final examinations.
 - The Governing Body regularly monitor pupil progress.
19. Who can I contact for further information?
- The first point of contact is your child's class tutor.
 - The schools website which includes various school policies and other information.
 - Contact the school's Parent Partnership Manager through the school office .
20. Who should I contact when I am considering if my child should join the school?
- Initial contact should be with the schools receptionist to arrange a time to visit and meet the Headteacher or Parent and Pupil Deputy.
 - Admissions are made through the Local Authority, Hampshire.

Dove House is consistently changing and evolving to meet the needs of the pupils. The core offer is therefore constantly developing to meet these changes, it is therefore reviewed on a regular basis by the schools Governing Body.

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
FLO	Family Liaison Officer
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment