

## **Dormston School**

### **SEN Information Report – June 2021**

#### **Introduction**

This SEND information report is part of the Dudley local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site: [www.dudley.gov.uk/send](http://www.dudley.gov.uk/send)

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated at least annually. The required information is set out in the SEN Code of Practice 0 -25 Years, September 2014.

1	<p><b>The type of SEN provision made</b></p>	<p>Dormston is a mainstream secondary school catering for children from the age of 11 to 16. We welcome children with and without special needs and support children with a range of SEND. They may fit into one or more of the following areas:</p> <p><b><u>Broad Areas of Need:</u></b></p> <p><b>1) Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder (ASD) including Asperger’s Syndrome</li> <li>• Speech Language and Communication Needs (SLCN)</li> </ul> <p><b>2) Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulty (MLD)</li> <li>• Severe Learning Difficulty (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication.</li> <li>• Profound and multiple learning Difficulties (PMLD) - complex learning difficulties as well as physical disability or sensory impairment.</li> <li>• Specific Learning Difficulty (SpLD) including dyslexia, dyscalculia and dyspraxia</li> </ul> <p><b>3) Social, Emotional and Mental Health Difficulties</b></p> <ul style="list-style-type: none"> <li>• Attention Deficit Hyperactive Disorder (ADHD)</li> <li>• Oppositional Defiance Disorder (ODD)</li> <li>• Attachment Disorder (AD)</li> </ul> <p><b>4) Sensory and/ or Physical Need</b></p> <ul style="list-style-type: none"> <li>• Physical Impairment (PD)</li> <li>• Hearing Impairment (HI)</li> <li>• Visual Impairment (VI)</li> <li>• Multi-sensory Impairment (MSI) A combination of vision and hearing difficulties</li> </ul> <p>We have high expectations for pupils with SEN and endeavour to ensure that they:</p> <ul style="list-style-type: none"> <li>• Achieve their best</li> <li>• Become confident individuals</li> <li>• Make a successful transition through school and on to employment or further provision.</li> </ul> <p>Our school uses its best endeavours to meet the needs of all children with SEND in consultation with parents, the local authority and specialist agencies from health, education and social care.</p>
---	--	---

2	<p><b>How do we identify and assess children with SEND?</b></p>	<p><b><u>Identification &amp; Assessment</u></b></p> <p>SEND students may be identified through the teachers’ observations, assessment, and school based criteria including:</p> <ul style="list-style-type: none"> <li>• Evidence obtained by teacher observations/ judgements</li> <li>• Performance against national expectations</li> <li>• Pupil progress in relation to early years’ foundation stage curriculum expectations and national curriculum targets</li> </ul> <p>Standardised tests which are tests to compare children of the same age nationally.</p> <ul style="list-style-type: none"> <li>• External agency reports and observations</li> <li>• Records from previous schools</li> <li>• Information from parents</li> <li>• We also closely monitor progress in areas other than attainment including social development and evidence that a pupil may have a disability under the Equality Act (2010).</li> </ul>
---	---	---

3	<p><b>What is our policy for making provision for all pupils with SEND?</b></p>	<p><i>See Dormston School SEND Policy:</i></p> <p>Following identification and assessment we adopt a <b>graduated response</b> to meeting special educational needs and disabilities (SEND) through:</p> <p>High quality teaching for all, differentiated for individual pupils.</p> <p>If a child's progress continues to be less than expected teachers will work closely with Special Educational Needs and Disabilities Coordinator (SENCO) to assess whether a child has a SEN or disability.</p> <p>The school will then put evidence-based or school designed interventions into place, targeted to the needs of the individual, to secure better progress for the child.</p> <p>Where necessary a child may require specialist equipment to access and make progress in their learning.</p> <p>For higher levels of need the school will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND. If a young person's progress continues to demonstrate significant cause for concern despite interventions at school under the single category, a request may be made to the Local Authority for Statutory Assessment –Education, Health Care Plan (EHCP).</p> <p><b>Other policies of note:</b></p> <p><i>Behaviour Policy</i></p> <p><i>Anti-Bullying Policy</i></p> <p><i>Health and Safety Policy</i></p> <p><i>Policy for Supporting Pupils with Medical Conditions</i></p> <p><i>Complaints Policy</i></p>
---	---	---

a	<p><b>How do we evaluate the effectiveness of provision for SEND pupils?</b></p>	<p>At Dormston School the impact and quality of the support and interventions provided for individuals identified with SEN or Disability will be evaluated, along with the views of the pupil and their parents.</p> <p>Support and interventions will be put in place after consultation with parents and staff. The attainment and progress of pupils on these plans will be evaluated at appropriate intervals. The class teachers in collaboration with the SENCO will revise the support in light of the pupil's progress and development. Any outcomes or changes to the support will be discussed with parents and pupil.</p> <p>In addition, the SEN Governor, SENDCO and school leaders will regularly review the use of expertise and resources used to address SEND. The quality of the whole school provision will be evaluated as part of our approach to school improvement.</p>
b	<p><b>What are the arrangements for assessing and reviewing progress?</b></p>	<p>SEND support at Dormston School is based on four types of action assess, plan, review: do,</p> <p><b><u>ASSESS</u></b></p> <p><input type="checkbox"/></p> <p><b><u>PLAN</u></b></p> <p><input type="checkbox"/> SEND students may be identified in a range of ways as outlined in section 2</p> <p><input type="checkbox"/></p> <p>In liaison with the SENDCO, teachers, will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.</p> <p><b><u>DO</u></b></p> <p><input type="checkbox"/> The class teacher should remain responsible for working with the child on a daily basis.</p>

		<ul style="list-style-type: none"> <li>□ Where the interventions involve group or one-to-one teaching away from the main class teacher, the SENDCO will work closely with Learning Support assistants or specialist staff involved, to plan and assess the impact of interventions.□</li> <li>□ The SENCO will support the class teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.□</li> </ul> <p><b><u>Plan *</u></b></p> <p>Once a child is identified with a Special Educational Need a support plan will be developed in consultation with the pupil and parents. This will include</p> <ul style="list-style-type: none"> <li>• suggested strategies to be used by teachers, support staff, parents and students□</li> <li>• specific teaching strategies to be used□</li> <li>• a start date and finish date of the intervention□</li> <li>• the provision to be put in place□</li> <li>• when the plan is to be reviewed□ □ outcomes□</li> </ul> <p>□</p> <p><b><u>REVIEW</u></b></p> <ul style="list-style-type: none"> <li>• Support is to be reviewed termly, with input from the student, parent/carer, teachers, and learning support staff and any outside agencies (if applicable).□</li> <li>• Students with an Education Health and Care Plan have long and short term targets. Long term targets are reviewed annually at the annual review. Short term targets are devised and reviewed at least termly as described above□</li> </ul>
--	--	--

c	<p><b>What is our approach to teaching pupils with SEND?</b></p>	<p>At Dormston, our class teachers are responsible for delivering high quality teaching, differentiated for individual pupils. Teaching will always consider different learning styles. Following identification and assessment we adopt a <b><i>graduated response</i></b> to meeting special educational needs and disabilities (SEND). As much as possible support will occur in class, this may involve specialised resources or equipment and/or support from a Learning Support Assistant (LSA). Where SEN interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any LSA’s or specialist staff involved, to <b><i>plan and assess</i></b> the impact of interventions. Where possible, additional intervention work will ensure that children do not miss the same lessons each week. Dormston will ensure evidence- based/ school designed interventions are delivered by appropriately trained staff.</p> <p>The SENDCO will support the class teachers in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.</p>
---	--	---

d	<b>How do we adapt the curriculum/ learning environment for SEND pupils?</b>	<p>All pupils at Dormston have access to a broad and balanced curriculum. Teachers will have high expectations for individuals with SEND.</p> <p>Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, acting on advice from external agencies, when necessary. These might include:</p> <ul style="list-style-type: none"> <li>• Use of technology</li> <li>• Use of practical resources/ specialised or modified resources</li> <li>• Peer mentoring systems</li> <li>• Positive behaviour rewards system</li> <li>• Additional adult support</li> <li>• Adaptation to visual stimuli including assessment materials □ Personalised activities</li> </ul> <p>Each learner identified as having SEND, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier(s) to learning identified.</p> <p>The school is accessible to parents and children with disabilities. Within the school we have disabled toilets and evacuation chairs. There is also allocated parking for the disabled on the main school car park.</p>
e	<b>What additional support for learning is available to SEND pupils?</b>	<p>Where a pupil continues to make less than expected progress, despite evidence based SEN support delivered by appropriately trained staff, we would involve specialists to give advice on effective support and interventions.</p> <p>The involvement of specialists will always be recorded and shared with parents, teaching staff and other SEN support.</p> <p>The local offer will set out clearly what is available from different services and how it may be accessed. This may include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Service</li> <li>• Educational Psychology Service</li> <li>• Learning Support Service</li> <li>• Autism Outreach</li> </ul>

		<ul style="list-style-type: none"> <li>• Physical impairment and/or sensory impairment team□</li> <li>• Visual Impairment team□</li> <li>• Hearing Impairment team□</li> <li>• Child and Adolescent Mental Health Services□</li> <li>• Occupational Therapy Service□</li> <li>• Physiotherapy Service□</li> </ul>
f	<b>How do we enable SEND pupils to engage in all activities of the school?</b>	<p>Pupils identified as having SEND are supported to engage in all activities within school life. Reasonable adjustments and adaptations for participation are made In order to ensure access to all curriculum and enrichment opportunities, including before and after school clubs.</p>

g	<p><b>What support available is for improving the emotional, mental and social development of SEND pupils?</b></p>	<p>We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.</p> <p>Appropriate assessments will be carried out to determine if causal factors are related to undiagnosed learning difficulties, communication and interaction difficulties or mental health issues and appropriate support will be put in place. This may include circle time activities in class, social skills evidence –based intervention groups or the involvement of specialist support. Specialist support may involve: Educational Psychology, Speech and Language, School Nurse or Child and Adolescent Mental Health Service.</p> <p>If housing, family or other domestic circumstances may be contributing to the presenting behaviour then a multi-agency approach may be appropriate.</p> <p>Appropriate support will be provided in distressing circumstances, for example, where bullying is suspected or there has been bereavement, as we are aware of the significant impact that this can have on the well-being of a pupil.</p> <p>Policies of note:  SEND policy  Behaviour policy  Anti-bullying policy</p>
4	<p><b>The SEND coordinator’s name and contact details</b></p>	<p>SEND coordinator: Mrs Susan Cooper</p> <p>Dormston School  Mill Bank  Dudley  DY31SN</p> <p>Tel: 01384 816422  Email: <a href="mailto:scooper@dormston.dudley.sch.uk">scooper@dormston.dudley.sch.uk</a></p>
5	<p><b>Information on staff expertise their SEN training, and how</b></p>	<p>SEND training within the school happens in many ways. We take advantage of courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year we provide training in house for both teaching and non-teaching members of staff. The focus of training is planned based upon the training needs of our staff as well as the needs of our pupils.</p>

	<p><b>specialist support will be secured</b></p>	<p>Our SENCO has been awarded the National Diploma for Coordinators of Special Educational Needs. Class teachers and support staff receive up to date training related to various areas of SEND.</p>
6	<p><b>Information on equipment and facilities to support SEN pupils and how this will be secured.</b></p>	<p>Allocation of resources</p> <ul style="list-style-type: none"> <li>• Resources are allocated to support children with identified needs.□</li> <li>• Each year we map our provision to show how we allocate human resources to each year group, this is reviewed regularly.□</li> <li>• Support may take the form of differentiated work in class, support from Learning Support Assistants (LSA’s) in focused intervention in groups, or for individuals.□</li> <li>• Where necessary specialist equipment, books or other resources that may help the child are purchased.□</li> <li>• Dormston works closely with specialist professionals to ensure that accurate information is accessed regarding equipment and facilities to support SEN pupils. For example, where specialist equipment or□ resources are required.</li> </ul>

7	<b>What arrangements are there for consulting parents of pupils with SEND, and involving them in their education?</b>	<p>Early Concerns</p> <ul style="list-style-type: none"> <li>• The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers or other agencies are addressed by appropriate differentiation within the classroom.□</li> <li>• Where progress continues to be less than expected parents/carers will be invited in to school to begin the Assess, Plan, Do, Review process.□</li> <li>• Parents can arrange to meet with their child’s class teachers or Special Educational Needs Coordinator to discuss any concerns at a mutually convenient time.□</li> </ul>
8	<b>What arrangements are there for consulting pupils and involving them in their education?</b>	<ul style="list-style-type: none"> <li>• As discussed, where progress continues to be less than expected the SENDCO will invite parents/carers in to discuss the next steps in order to further assess the young person. Following this the SENDCO or class teacher will meet with the young person to complete their plan. This will include the child’s thoughts on their strengths and weaknesses and suggestions for targets to work towards. It will also consider support that they feel would be appropriate and helpful. A date will be set when this will be reviewed with the child.□</li> <li>• Depending on their age, pupils with an Education Health Care Plan are invited to submit their views in writing as part of their annual review as□ well as to attend the review itself.</li> </ul>
9	<b>Governing body arrangements for the treatment of parental/ pupil complaints concerning the school’s provision</b>	<p><b><u>Arrangements for considering complaints about SEN provision</u></b></p> <p>If a parent/ carer has a complaint about SEND provision it should first be raised with the Head of House. If a satisfactory outcome is not achieved the SENDCO will become involved. In some instances, it may be necessary to consult the Head Teacher. In extreme cases the parent may be referred to the LA. A parent can also be directed towards Special Educational Needs and Disability, Information Advice and Support Service</p> <p>See also: Complaints Policy</p>
10	<b>How does the governing body involve others (health,</b>	<p>We work closely with the Local Authority and other providers to agree a range of specialist services and clear arrangements for making requests for specialist services.</p> <p>We commission some specialist services directly, for example,</p>
	<b>social care LA support services and voluntary organisations) in meeting the needs of children identifies with SEND?</b>	<ul style="list-style-type: none"> <li>• Learning Support Service□</li> <li>• Educational Psychology Service.□</li> </ul> <p>We are also supported by health care professionals such as:</p> <ul style="list-style-type: none"> <li>• Physiotherapists□</li> <li>• School Nurse□</li> <li>• Child and Adolescent Mental Health Services (CAMHs)□</li> <li>• Or other services such as:□</li> <li>• Charity Organisations□</li> <li>• Social Workers□</li> <li>• Early Help Services□</li> </ul>

11	<b>The contact details of support services for parents of SEN pupils</b>	<p>Dudley SEN START – 01384 818037  <a href="mailto:senteam@dudley.gov.uk">senteam@dudley.gov.uk</a></p> <p>SENDIASS – 01384 817373  <a href="mailto:dudley.sendiass@dudley.gov.uk">dudley.sendiass@dudley.gov.uk</a></p>
12	<b>The school's transition arrangements for SEN pupils</b>	<p><b><u>Transition Arrangements:</u></b></p> <p>The following information and documentation is provided by the SENDCO to the receiving school for pupils with Special Educational Needs:</p> <ul style="list-style-type: none"> <li>• Assess, Plan, Do, Review Support Plans</li> <li>• Education, health care plans</li> <li>• Assessment details</li> <li>• Reports</li> <li>• Liaison with school staff of receiving school</li> </ul> <p>For pupils with educational, health and care plans a transition review will take the place on the annual review in year 9. This review must give clear recommendations as to the type of provision the child will require in future years. In some instances, specialist services involvement and guidance in transition may be required, for example Autism Outreach.</p>
13	<b>Link to the authority's local offer</b>	<p><a href="https://www.dudley.gov.uk/residents/dudleys-local-offer/">https://www.dudley.gov.uk/residents/dudleys-local-offer/</a></p>