



## The Dormston School

### Special Educational Needs and/or Disabilities Information Report

| Date       | Review date | Lead                                      | Nominated Governor                |
|------------|-------------|---|-----------------------------------|
| March 2026 | March 2027  | Assistant<br>Headteacher for<br>Inclusion | Governor Responsible<br>for SEND. |
|            |             |   | Ratified: Chairs<br>Action        |
|            |             |   | Date: March 2026                  |
|            |             |   | Website: Yes                      |

**Key people relating to this policy:**

Headteacher

Assistant Headteacher of Inclusion

## The Dormston School

The Dormston School is a large secondary mainstream school with over 1100 students in years 7 to 11. It is situated in the heart of Sedgley, near Dudley in the West Midlands and we are honoured to be a part of, and support our local community. The Dormston School has a long and proud tradition, having been established in 1935 and originally consisting of a single two-storey building. We have grown considerably since those early days but still place the same emphasis on providing quality education for every student. We believe that 'Knowledge Is Strength.'

Our vision "aims to inspire confident, motivated students who have a passion for learning and are fully equipped to contribute to society" and we expect every pupil to commit to our core values of:

**Effort, Knowledge, Respect, Responsibility, Resilience**

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| <p>What is the SEND (Special Educational Needs and/or Disability Information report)?</p> | <p>This report summarises and outlines The Dormston School's provision for pupils with SEND and how we will implement its SEND Policy.</p> <p>This forms part of Dudley's Local Offer for learners with special educational needs and / or disability (SEND) and can be found on the link below.</p> <p><a href="https://dudleyci.co.uk/send-local-offer">https://dudleyci.co.uk/send-local-offer</a></p>  |
| <p>What types of SEND do we, at The Dormston School, cater for?</p>                       | <p>The Dormston School is committed to the whole school inclusion of students with special educational needs and disability.</p> <p>We currently offer support for students with a wide range of special educational needs and disabilities including:</p> <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and Learning</li><li>• Social, Emotional and Mental Health difficulties</li><li>• Sensory and/or physical needs</li></ul> <p>We know that it is important for all students to have their needs and abilities met and challenged.</p> <p>We have high expectations for pupils with SEND and endeavour to ensure that they:</p> |

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|  | <ul style="list-style-type: none"> <li>• Achieve their best</li> <li>• Become confident and independent 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>  |
| <p>How do we identify and assess pupils with SEND?</p> | <p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>For pupils new to The Dormston School:<br/>The first stage of this identification process comes from the transition meetings held by the Assistant Headteacher for Inclusion and feeder primary schools. It is in these meetings that the Assistant Headteacher is advised which students are already SEND Support and who have an EHCP.</p> <p>In the spring term of their Year 6, the LA notifies us of students who are coming to The Dormston School the following September, and those that have an EHCP.</p> <p>Where practicable and / or possible, the SENDCO attends their Annual Review to ensure a smooth transition is made.</p> <p>To ensure that there is continuity of learning and provision the SENDCO, subject leaders and the Inclusion Hub team will:</p> <ul style="list-style-type: none"> <li>• Use the information from primary to support provision for these pupils during the first few weeks.</li> <li>• Pupils will partake in a range of English and maths assessments to support with identifying and setting groups and highlighting pupils who are deemed to require additional interventions to support their learning.</li> <li>• Some pupils will receive support in small groups for English and maths whilst other pupils will have additional support individually.</li> </ul> |

- Subject teachers are given information on how best to meet the pupils' needs through adaptive and high quality teaching and via additional recommendations of specific strategies shared within their individual pupil profiles.
- Provision and interventions will be reviewed regularly through ongoing Quality Assurance by the Assistant Headteacher for Inclusion / SENDCO
- Subject teachers will also monitor and assess students through the Assessment cycle in school.
- If a teacher, Head of Department, Head of Year or Parent/Carer are concerned about the progress of a student then they can make a referral to the SENDCO. This can be done either via email or telephone call (Parent/Carer) or referral form (member of staff).

For pupils already at The Dormston School:

We use Assess, Plan, Do, Review – Graduated approach to identify SEND.

Teachers use high quality teaching and will provide scaffolded work and make adaptations and adjustments for pupils according to their needs. We will assess pupils' strengths as well as the areas they find difficult. This information and a subsequent range of recommended strategies is then used to create individualised profiles of SEND pupils for staff so that support can be tailored to the specific needs of each pupil.

Support may also incorporate additional interventions led by either subject departments or the Inclusion Hub. Learning will be closely monitored and any additional support will be discussed with the pupil and parents.

The SENDCO will be part of this review process and will provide additional support and/or advice or refer to specialist agencies. Where it is determined that a child does have SEND, parents will be notified of the formal identification and invited to regularly discuss their child's progress and needs.

In school we use a variety of different ways to assess whether a child or young person has SEND. Some of these ways include but are not limited to:

- Evidence from teachers / parents / carers
- Observations

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|   | <ul style="list-style-type: none"> <li>• Dialogue with pupils</li> <li>• Pupil attainment and progress rates</li> <li>• Records from primary schools</li> <li>• Other school data</li> <li>• Reports from outside agencies</li> <li>• Diagnostic reading assessments</li> <li>• Phonological knowledge</li> <li>• Spelling assessments</li> </ul>  |
| <p>Who is our special educational needs co-ordinator (SENDCO) and how can she be contacted?</p> | <p>SENDCO – Mrs Anne Keen<br/> Email: <a href="mailto:akeen@dormston.dudley.sch.uk">akeen@dormston.dudley.sch.uk</a></p>   |
| <p>What is our approach to teaching pupils with SEND?</p>                                       | <p>At The Dormston School, our teachers are responsible for delivering high quality teaching and work that is appropriately designed to meet all pupils' needs. Teachers will always consider different learning styles and work will be adapted / scaffolded according to need.</p> <p>Staff ensure that they are effectively supporting the learning of pupils with SEND through using strategies identified within their pupil profile. They make sure these pupils are stretched at all times and work is set to promote aspirational outcomes for them.</p> <p>A graduated approach – Assess, Plan, Do, Review</p> <p>Assess<br/> We use assessment in order to monitor and track individual attainment and progress. We use teacher assessment, previous and current data, comparisons to national data and information provided by parents and the child to build a picture of strengths as well as barriers to learning.</p> <p>We use pre and post assessment in order to effectively monitor additional interventions to ensure that they are matched to the individual children's needs and that they are making a positive impact on their learning. We regularly review provision to ensure that barriers to learning are being removed and children are making progress.</p> |

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|   | <p>Where the school believes a child needs additional assessment, this will be done in consultation with parents or carers and consent sought.</p> <p>Plan<br/>Once assessed, we will agree an individual plan for the child. This will be done by the SENDCO, Heads of Departments, intervention leads and Inclusion Hub staff. We will agree targets, provision, strategies and timescales for monitoring progress. Parents or carers will be informed of this, and school will share any strategies or resources that can be used to support the pupil at home.</p> <p>Do<br/>The subject teachers remain responsible for working with the pupil on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with the SENDCO and teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching.</p> <p>Review<br/>The subject teachers, SENDCO and teaching assistants will review the individual pupil's progress regularly to ensure that progress is being made and will adapt or change the provision in order to effectively respond to the child's needs. Parents or carers, along with the child, will be consulted about any necessary changes.</p> |
| <p>How do we adapt the curriculum and learning environment?</p> | <p>At The Dormston School, we implement high quality teaching for all, as a first response to SEND support. Teachers will assess and monitor progress and identify barriers to learning and respond by adapting teaching and adjusting the curriculum or the physical environment as required.</p> <p>In order to support pupils, we might provide:</p> <ul style="list-style-type: none"> <li>• Additional spellings</li> <li>• Additional maths</li> <li>• Additional reading</li> <li>• Fine or gross motor support</li> <li>• Language groups and social skills groups</li> </ul>   |

- Counselling/ peer mentoring
- Additional adult support

Making adjustments and adaptations

We will ensure that effective scaffolding through resources, models and images are incorporated into lessons and additional interventions and teaching styles, strategies and approaches are adapted in order to meet the individual needs of the child.

We might adapt the curriculum by:

- Changing our staffing
- Using pre-teaching
- Using flexible grouping,
- Allowing longer processing time
- Giving chunked instructions (instructions broken down into stages).

We may also provide resources such as:

- Task management boards
- Visual timetables
- Coloured overlays
- Timers
- Use of IT
- Dyslexia friendly font and larger print
- Word banks and writing frames
- Sensory equipment
- Specialist equipment to support physical needs

As a school we ensure that we liaise with the local authority to make changes to the environment for students who require these changes. These include:

- Disabled toilets
- Lifts in certain sections of the school
- Evac Chairs
- Painting of flooring where needed to support students with sight difficulties
- Ramps to support wheelchair users

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|   | <ul style="list-style-type: none"> <li>• Use of Hearing devices/transmitters for students who require them</li> <li>• Specialised seating, as directed by Physiotherapist and Occupational therapists</li> </ul> <p>We also have allocated disabled parking on the main school car park.</p>   |
| <p>How do we know how much progress is being made by pupils with Special Educational Needs?</p> <p>and</p> <p>How do we evaluate the effectiveness of provision for SEND?</p> | <p>All children's progress, including those with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using marking and feedback, observations and questioning as well as more formal assessments such as curriculum and standardised tests. In addition, we also set individualised targets that are formally reviewed throughout the year.</p> <p>Support and interventions that are put in place after consultation with parents and staff for our SEND pupils are also evaluated and monitored at regular intervals. The subject teachers in collaboration with the SENDCO 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>Intervention Monitoring<br/> Additional provision is monitored in the following ways:</p> <ul style="list-style-type: none"> <li>• Carrying out pre and post assessment</li> <li>• Monitoring by the SENDCO</li> <li>• Reviews for pupils receiving SEND support</li> <li>• Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)</li> <li>• Asking the pupils if they feel that the interventions are working</li> </ul> <p>There will also be opportunities to discuss children's progress at Parents and Review Meetings. The progress each child is making is discussed at pupil progress meetings with the subject teacher, department / curriculum leads and other senior members of staff.</p> <p>In addition, the Governor responsible for SEND, 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> |

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| <p>What additional support for learning is available to SEND pupils?</p>                             | <p>Where a pupil continues to make less than expected progress, despite evidence based SEND support delivered by appropriately trained staff, we would involve specialists to give advice on effective support and interventions. The involvement of specialists will always be recorded and shared with parents, teaching staff and other SEND support.</p> <p>Specialist services used may include, but are not limited to:</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> <li>• Communication, Interaction, Physical and Sensory Advisory Service (CIPS)</li> <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>  |
| <p>What extra-curricular activities can a pupil with special educational needs access at school?</p> | <p>All children will have access to our extra-curricular activities. Reasonable adjustments will be made to ensure all children and young people with SEND needs are fully included in these activities. All children have full access to our breakfast and after school clubs, lunchtime clubs, sports day, competitions, school performances and workshops. We ensure that all children can participate in local area sports festivals and competitions.</p> <p>Some extra curricular activities are available specifically for pupils with SEND – these are led by our Inclusion Hub staff and are pupil voice driven.</p> <p>We believe that it is important that all children regardless of SEND needs have the opportunity to hold a role of responsibility in school such as being a School Council Representative, Librarians or a member of the Student Leadership Team.</p> <p>Please see our Accessibility Plan on our website that details how we aim to ensure inclusivity in children's access to the curriculum, the physical environment and in our communication with parents and visitors to our school.</p> |

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|  | <p>Our ethos is that no child regardless of SEND need should be treated less favourably than their peers.</p>  |
| <p>How do we support children with social and emotional needs?</p> | <p>At The Dormston School, we recognise that some children have additional social and emotional needs and we have trained staff that can provide pastoral support and intervention to meet these needs. We will also contact the following specialist agencies if needed following consultation with parents or carers:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Team</li> <li>• Counselling Service</li> <li>• Positive Steps</li> <li>• CAMHS</li> <li>• Therapeutic Services</li> <li>• School nurse</li> </ul> <p>In addition to these we also access other services which provide bespoke support for individuals / small groups of pupils.</p> <p>During social times, pupils can also access quieter areas and clubs. These areas and clubs are staffed by our Inclusion Hub team and help support positive social interaction and communication between pupils.</p> <p>All children participate in personal, social, and health education (PSHE) sessions and assemblies / form time, where they develop their knowledge about how to lead healthy, independent lives. In these lessons, children get the opportunity to practise resilience as well as learning how to develop strategies to support their social, emotional and spiritual development. Our PSHE lessons provide an opportunity for children to learn about bullying, citizenship, healthy eating, physical activity, online safety as well as mental well-being. As a result, they develop a wide range of knowledge and strategies to support mental and physical well-being. We have a positive Behaviour Policy which includes expectations on acceptable behaviour, rewards and sanctions. All children are aware of these expectations and so understand that we have a zero-tolerance approach to certain behaviours such as bullying, racist or other discriminatory abuse. Details can be found in our Behaviour Policy and Anti-Bullying Policy.</p> |

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| <p>What training do the staff in school have in relation to pupils with special educational needs?</p> | <p>In our school we believe that all staff are teachers of SEND and should be actively involved in supporting pupils with special educational needs and so we make sure that staff have training to help them to do this. Regular staff briefings are held to ensure that staff have up-to-date knowledge of the most effective strategies and knowledge of amendments to statutory policies that will impact on their practice.</p> <p>We also take advantage of courses both online and face to face covering a range of aspects (generic and specific to individual pupils) delivered by National College and external agencies.</p> <p>Throughout the year we provide training for both teaching and non-teaching members of staff. These include upskilling and refreshing training on wheelchair use and safer manual handling, specific medical needs and other aspects of SEND based upon the training needs of individual staff as well as the needs of our pupils.</p> <p>Additional specific and SEND focused CPD is also provided for our ITT, ETC and new staff to The Dormston School. Our Inclusion Hub staff also receive bespoke CPD based on current school needs.</p> <p>This training is in addition to that provided for all staff however, any member of staff who feels that further CPD is required is welcome to join these sessions.</p> |
| <p>How does the school support pupils with special educational needs through transition?</p>           | <p>Transition Arrangements:<br/>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 / Pupil profiles</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 place within the annual review in year 9. This review must give clear recommendations as to the type of</p>   |

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|  | <p>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> <p>We aim to make times of transition as easy as possible for the children and young people in our school. When starting at our school we aim to:</p> <ul style="list-style-type: none"> <li>• Liaise with the current / previous setting</li> <li>• Visit the pupil in their current setting before starting at The Dormston School</li> <li>• Partake in a transition meeting with staff from their current school</li> <li>• Speak with the child and their parents about their needs and answer any questions about our school</li> <li>• Read reports from people who have worked with the child.</li> <li>• Arrange visits to our school before starting.</li> <li>• Provide additional support during their first few weeks to ensure pupils settle in their new environment and review needs so to ensure correct levels of support and any associated interventions are swiftly put into place.</li> </ul> <p>When moving to a new school / post 16 setting, we:</p> <ul style="list-style-type: none"> <li>• Meet with staff from the new setting to ensure needs are shared and subsequently catered for when starting new setting</li> <li>• Support with visits (if required) to the new setting</li> <li>• Liaise with external agencies to help with transition if required eg VI support</li> <li>• Arrange extra visits to the new setting with a member of staff from our school if requested.</li> <li>• Talk to the child and their family so we can answer any questions they may have about the new setting</li> <li>• Offer follow up meetings post the pupils leaving The Dormston School and starting their new setting to ensure that they have settled well and that they feel their needs are being met.</li> </ul> |
| <p>Information on equipment and facilities to support SEN pupils and how this will be secured.</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 and this is reviewed regularly.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Support may take the form of scaffolded / adapted work in class, support from Teaching Assistants 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>• The Dormston School works closely with specialist professionals to ensure that accurate information is accessed regarding equipment and facilities to support SEND pupils. For example, where specialist equipment or resources are required.</li> </ul>  |
| How are parents involved in the education of their child?  | <p>Our school has an open-door policy which ensures that we are always approachable. We regularly aim to involve parents or carers in the following ways:</p> <ul style="list-style-type: none"> <li>• Regular communication and/or meetings with the SENDCO, subject teacher and Head of Year.</li> <li>• Pupil profiles created for all pupils with SEND that are shared with parents and pupils at meetings and annual reviews.</li> <li>• Information on the school website.</li> <li>• Sign posting to support/parent groups.</li> </ul>   |
| What arrangements are there for consulting pupils and involving them in their education?                 | <p>When creating pupil profiles and partaking in annual reviews, pupils are consulted in relation to what they feel is working well/not well, what strategies are working well/not well and how they feel they are doing both academically and socially. Pupils comments are noted and acted upon to support the teaching and learning of each individual pupil with SEND. Pupils wishes and ideas are also considered and acted upon as deemed appropriate within the review process.</p> <p>When updating and reviewing the use of the physical areas of school, pupils ideas are gathered and considered to ensure that needs are met fully and that pupil voice is taken into account with decision making.</p>                             |
| How does the Governing Board support school in meeting the needs of pupils with SEND and their families? | <p>In our school, we have a governor who is responsible for special educational needs and disabilities (SEND). Their role is to meet with the Assistant Headteacher for Inclusion and SENDCO regularly. In these meetings, the SEND Governor makes sure that children and their families are being supported by the school and the right services. The SEND Governor will also visit school, observe what happens in classrooms and meet with pupils and subject teachers. The Assistant Headteacher for Inclusion and SENDCO report to the SEND Governor regularly. The SEND Governor shares this information so that the whole governing board is aware of how children with special needs are being supported in school and how well the</p> |

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|   | <p>support is working. The governors will challenge, support and advise the headteacher if appropriate provision is not being made.</p>  |
| <p>How does the governing board involve others (health, social care LA support services and voluntary organisations) in meeting the needs of children identifies with SEND?</p> | <p>We work closely with the Local Authority and other providers to ensure the needs of SEND pupils at The Dormston School are met. This may require the use of a range of specialist services including.</p> <ul style="list-style-type: none"> <li>• Learning Support Service.</li> <li>• Educational Psychology Service.</li> <li>• Occupational Therapists.</li> <li>• Physiotherapists.</li> <li>• School Nurse.</li> <li>• Child and Adolescent Mental Health Services (CAMHs).</li> <li>• Speech and Language Therapy. (SALT)</li> <li>• Communication, Interaction, Physical and Sensory Advisory Service (CIPS)</li> <li>• Visual Impairment.</li> <li>• Hearing Impairment.</li> <li>• Social Workers.</li> <li>• Early Help Services.</li> </ul> |
| <p>If a parent has a complaint about the school, how does the governing board deal with this?</p>   | <p>Parents can raise concerns about their child's provision at any time. They can speak to their child's Head of Year, Assistant Headteacher for Inclusion or the SENDCO. They might also choose to speak to a school governor.</p> <p>If parents have a more formal complaint about the school or their child's provision, they can contact the headteacher or the chair of governors. Our school governing board takes complaints seriously and will act upon these on an individual basis. We will do everything we can to help.</p> <p>Our complaints policy can be found under 'policies' on our website.</p>   |