

20

Dyson Perrins Church of England Academy

Special Educational Needs

Approved by the Governors: 13th May 2024

Special Educational Needs Coordinator	Mr Andy Prout
Head teacher	Mr Mike Gunston
Special Educational Needs Governor	Mrs Janet Adsett

PART 1: Introduction

1.1 Philosophy

All members of staff, with the support and challenge from the board of Governors, have a responsibility to ensure that every student has an equal opportunity and entitlement to an education that will enable them to develop their full potential; physical, intellectual, aesthetic, creative, emotional, spiritual and social, and to live as well-adjusted, valued and participating members of society.

Dyson Perrins is committed to the principle of inclusion and to the removal of barriers to learning and participation that may be encountered by students with additional needs, with a relentless focus on enabling all students to flourish and become the best versions of themselves.

1.2 Definition of Special Educational Needs and Disability (SEND)

Students are identified as having a 'special educational need or disability' if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Require special educational provision, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and Learning
 3. Social, emotional, mental health
 4. Sensory / Physical

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision, identified to meet the student's individual need(s) will be made.

The need for additional provision may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.

- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and /or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual student's needs.
2. The reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account the National Curriculum, examination syllabuses and continuity and progression for the student
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
5. Providing learning support through;
 - Curriculum development
 - The targeted deployment of support staff
 - Staff training to ensure that all teaching staff have the skills to differentiate effectively and meet the needs of all students in the classroom
6. Providing additional support through the Pastoral system which includes tutors, Assistant/Head of Year and SEND Case Holders.
7. Using outside agencies where necessary and appropriate.
8. Monitoring individual progress and making revisions where necessary.
9. Ensuring that parents /carers understand the process and involving them in the support of their child's learning.
10. Encouraging students with additional needs to actively participate in all decision making processes and contributing to the assessment of their needs, meetings.
11. Making regular reports to the Board of Governors regarding issues relating to Students with SEND across the Academy, to raise awareness and to aid implementation of processes and procedures.
12. Ensuring that Education Support Staff and teachers collaborate effectively and that all staff are fully informed to meet the needs of individual students.

PART 2: Structural Arrangements

2.1 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to Students with SEND are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Board of Governors:

- The Headteacher, in partnership with the Local Board of Governors has responsibility for deciding the school's general policy and approach to meeting the needs of students with SEND.
- Ensure that the Headteacher sets objectives and priorities in the school development plan, which includes provision for students with SEND
- Monitor the policy through the school's self-review procedures.
- Report annually to parents on the school's policy through the website.

The Headteacher:

- Sets objectives and priorities, which includes students with SEND, and sets a budget for supporting these students.

The SEND Coordinator:

- Day to day line management and organisation of provision for students with SEND.
- Ensuring that all learning walks, book reviews, academy reviews and data analysis maintain a focus on students with SEND.
- Disseminating information to staff and other stakeholders.
- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students and co-ordinating provision.
- Keeping accurate records of all students with additional needs.
- Drawing up, reviewing and monitoring Student Profile Cards on SIMs for those students on the SEND Register.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Education Support Team.
- Liaising with parents and carers, teachers and support staff regarding individual students.
- Liaising with partner primaries.
- Liaising with other SENDCOs locally and nationally and with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing and when required delivering the SEND report, which the Headteacher forwards to the Local Board of Governors.
- Planning, in collaboration with the Department Leaders and Heads of Year, strategies to address slow progress

Department leaders:

- Ensuring that departmental practice adheres to the school's SEND Policy
- Ensuring appropriate curriculum provision and delivery for students with SEND
- Monitoring the progress of students with SEND
- Planning, in collaboration with the SENDCO strategies to address slow progress
- Working with the SENDCO to strategically deploy any Educational Support Staff that are attached to their curriculum area so that there is a maximum impact on the progress of students with SEND

Year Leaders:

- Monitoring the progress of all students in their Year Group, both individually and by student group
- Planning, in collaboration with the SENDCO and Department Leaders, strategies to address slow progress
- Monitoring the behaviour and attendance of all students including those with SEND
- Planning, in collaboration with the SENDCO and Department Leaders strategies to support students whose behaviour is a barrier to progress

Teaching staff - “All teachers are teachers of special needs”:

Teachers are responsible and accountable for:

- The progress and development of the students in their class, including where students access support from Educational Support Staff or specialist staff.
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring SEND information is considered in lessons and that strategies for each student are adapted so as to be subject specific.
- Monitoring progress of students with SEND against agreed targets.
- Be fully aware of the school’s procedures for students with SEND
- Raising individual concerns to the SENDCO, the Department leader and or Head of Year as appropriate.
- Teachers will contribute to the review process for individual students with SEND.

Educational Support Staff:

- Educational Support Staff will be made aware of the planning prior to the lesson delivery
- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress by being aware of Student Profile Cards.
- Where an Educational Support Staff member is a case holder they will contribute to the review process for individual students with SEND.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.

Parents:

- Communicate regularly with the school and alert appropriate staff to any concerns they have about their child’s learning or provision.

Students:

- Engage fully in learning and taking an active role in establishing and meeting appropriate individual learning targets.

2.2 Admission Arrangements

Please refer to the Admissions Policy.

2.3 Inclusion

At Dyson Perrins, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with additional needs are integrated and included fully into the life of the school as a whole, including into its social and cultural activities.

The school believes that the needs, rights and entitlements of individual students are the focus of both an educational and social environment;

2.4 Complaints Procedures

Initially, all complaints from parents or carers about a child with SEND provision will be directed to the SENDCO, who will follow up with relevant staff, and an informal resolution will be sought. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's policy will be followed.

2.5 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents/carers.
- Recorded feedback from teachers on the progress and development of students with SEND.
- Data from learning walks and book reviews.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- The progress of students with SEND compared to expected progress
- Evidence of planning and targeted expenditure for students with SEND.
- The SENDCO reviewing procedures in consultation with Department Leaders, and outside agencies.

PART 3: Identification, Assessment and Provision

3.1 Identification

The school uses the graduated response as outlined in "The Code of Practice (2015)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff.

New Intake Students in Year 7

a) Primary Liaison

Feeder primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan is referred to the SENDCO. Contact is then made with the primary school. The LA notifies the academy about students who are transferring with EHCPs in year 5. Where practical, the SENDCO attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

In addition, as part of transition, Dyson Perrins asks its feeder primaries for a wide range of information, such as behaviour data, any concerns regarding peer groupings etc. All of this additional data is used to gain as broad a picture as possible for each student.

b) Initial Screening

- KS2 tests
- Tests undertaken by the SENDCO as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Individual diagnostic assessments are used for students for whom there has been a concern raised. A battery of tests is available, including tests for reading, spelling, as well as a screening assessment for dyslexia. In addition to these tests, assessment by an Educational Psychologist or a Specialist teacher can be explored should it be deemed appropriate.

Staff Observation

Members of staff consult with the SENDCO if they notice students who may need specialist help during the school year. Tutors monitor the emotional, social and mental health (SEMH) of all students. The SENDCO may then ask for additional diagnostic assessments to be undertaken.

Referrals by Parents or Carers

A student's parent / carer may express a concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

3.2 Provision

Teaching students with additional needs is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Dyson Perrins learn and progress through these differentiated arrangements.

The Senior Leadership Team, alongside Heads of Year and Department Leaders, regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This happens through book reviews, learning walks and curriculum reviews and includes reviewing, and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and those with SEND.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and Educational Support Staff.

Universal Support – Quality First teaching by all teaching staff.

Targeted Support - Is initiated where students have failed to make adequate progress as identified by the SENDCO/Head of Year through the assessment arrangements as in 3.1.

Criteria for Targeted Support include:

- Low Numeracy / Literacy scores
- Not meeting age related expectations in Key Stage 2 SATs

- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programs such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups/sets.
- KS3 Numeracy, Literacy and booster classes.
- Additional staff training.
- Mentoring through the Head of Year, Tutors or Department Leaders

Specialist Support

Where students fail to make adequate progress, despite additional provision through targeted support, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The impact of the provision to date is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Statutory Assessment/Education, Health and Care plans (EHCP)

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. The process of target setting, monitoring and reviewing remains the same as through targeted support.

3.3 Student Profile Cards and Reviews.

The strategies that will be employed for students with EHCPs are recorded in the Student Profile Cards, reflecting provision that is additional to, or different from, normal differentiated provision.

The Student Profile Card includes:

- Access Arrangement information
- Teaching strategies to be used
- The voice of the child
- Additional provision to be put in place if applicable
- Educational outcomes as outlined on EHCPs

The Student Profile Card is available to all staff who support the student's learning. Student Profile Cards

are reviewed annually and updated. In addition, student targets are reviewed regularly and new targets are identified and shared with relevant staff, the student and parents/carers. Prior to review, feedback will be gathered in regards to their progress towards the targets.

3.4 Monitoring of individual progress

Monitoring of individual progress is completed rigorously by Year Leaders and Department Leaders and individual reviews and screening tests. Where students are found not to be making expected progress, in conversation with the SENDCo, plans are drawn up to address this and these plans are shared with the student and with parents/carers.

3.5 Safeguarding of Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

(Keeping Children Safe in Education, 2023)

3.6 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Underachievement factors, based on the number of students underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.

Capitation:

- The SENDCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: The Mainstream Autism Base (MAB)

4.1 Aims

The aim of the MAB is to provide opportunities for learners with an Autism Spectrum Condition (ASC) to access the learning environment, to become increasingly independent learners and to achieve their potential both academically and socially.

MAB practice is informed by the relevant County Council policies. The prime focus is for learners with ASC to be respected and valued for themselves as individuals within a mainstream environment. The MAB will aim to;

- To meet the particular needs of MAB students who need additional support to access the National Curriculum in a mainstream school.
- To promote the academic and social development of students with autism.
- To provide a structured, safe and secure environment with specialist staff.
- To provide maximum opportunities for full inclusion with students in mainstream, as and when appropriate to the individual needs of the child.
- To provide advice and support throughout the school to all staff in order to help them differentiate aspects of the curriculum and methods of delivery which a child with autism may find particularly difficult.
- To facilitate and enhance partnership with parents.
- To seek advice where appropriate from outside agencies, and in particular from the Autism Team at the Local Authority, Education Psychology Service, Speech and Language Therapy and Advice and Guidance.
- To monitor and evaluate progress towards specific targets and to provide for statutory review in accordance with the SEN Code of Practice.

4.2 Admission Criteria

The Admissions Policy is set by the County Council. In addition:

- The student needs to be capable of benefiting from a mainstream education.
- Students will in most cases have an Education and Health Care Plan (EHCP) with a diagnosis of ASC and which names the MAB as their educational provision in section 'I' of their EHCP. The Special Services placement panel is responsible for allocating places following advice from the Autism Team and consultation with the school.
- Consideration will be given to the current group dynamics and the number of students in the relevant year group.
- The provision of a place must be dependent upon that student not having a detrimental effect on the learning and welfare of others, and the school being able to provide a curriculum that is suitable to the ability and aptitude of the student.
- The MAB may be unlikely to be a suitable provision for students with autism who also have significant learning difficulties (e.g MLD) or behavioural difficulties not related to autism (e.g ADHD).

4.3 Exit Criteria

A place in the MAB is not automatically given for the duration of the child's education and will be considered at the Annual Review.

4.4 Operational Guidelines

1. The MAB is a designated area within the school where a calm and structured environment can be established in order to meet the specific needs of its students.
2. The MAB caters for pupils within the age range 11-16 years.
3. The MAB Manager is directly responsible for:
 - All matters relating to students assigned to the MAB, including Annual Reviews and IPMs.
 - Management of Teaching Assistants appointed to the MAB pupils, and involved in the appointment of such TAs.
 - The budget within the Base.

4. MAB students may have access to the range of educational and social opportunities available to all students. However, because of their special educational needs it is necessary to teach a modified curriculum, including speech and language and communication and social skills. Planning to ensure that students have access to a broad and balanced curriculum will be the responsibility of the SENCO.
5. MAB students should have the opportunity to integrate into mainstream lessons and participate in school activities with support. The level of integration and support depends on the specific needs of each individual student, and is decided by the SENCO in consultation with the relevant main school staff and parents.
6. The SENCO will work closely with appropriate outside agencies, especially the Autism Team, to ensure that each student's needs are met. From Year 9 Advice and Guidance will be involved in planning for the future.
7. Regular contact with parents is essential. Parents are asked to contribute to the development of strategies specific to their child and, where necessary, MAB staff will try to support parents in developing their understanding of autism.

PART 5: Partnership

5.1 In school

The SENDCO is a member of SLT and liaises with Year Leaders and Department Leaders. All staff are updated on specific students with SEND as required.

Parents/carers

Dyson Perrins actively seeks to work with parents /carers and values the contributions they make. Parental views are recorded as part of the Annual Review procedures and parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.

Students

Dyson Perrins acknowledges the student's role as a partner in his/her own education. Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their outcomes. Student views are recorded as part of the Review process and their views are valued and listened to.

5.2 External Support

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used at Dyson Perrins include:

Partnership agencies:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- Communication and Interaction Advisory Service
- Children and Young People's Service (CYPS)
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service

- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Youth Support Team
- Children's Services – including Family Front Door
- Worcestershire safeguarding children partnership
- The Virtual School (for children in care)
- SEND Casework (Special Educational Needs & Disabilities panel)
- Young Carers
- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) .
- Wellbeing and Emotional Support Team (WEST)

5.3 Transfer Arrangements

All documentation about a student's additional needs are included in a student's record and is transferred between schools. The SENDCO deals with specific enquiries. Additional induction days are arranged as required for all students with additional needs and those who are deemed more vulnerable.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placement.

Review Date: Summer Term 2025