



## **SEND INFORMATION REPORT**

### **September 2025**

#### **Introduction**

At Dyson Perrins Church of England Academy, we are committed to ensuring that all members of our school community achieve their potential. We achieve this by working closely with staff within the Academy as well as those within the wider community, including our feeder primary schools, and sharing expertise across the cluster.

Should you have any comments please contact:

Kirstie Lloyd (SENDCo) – [lloyd.k2@dysonperrins.co.uk](mailto:lloyd.k2@dysonperrins.co.uk) – 01684 564751.

Diana Montoya (SEN administrator) – [cieslar.d@dysonperrins.co.uk](mailto:cieslar.d@dysonperrins.co.uk) - 01684 564751.

If you are the parent/carer of a child with SEND and are considering Dyson Perrins Church of England Academy, please feel free to contact us for a discussion and/or visit, using the above details.

#### **The purpose of the SEND information report**

It is a legal requirement that schools provide an SEND information report setting out how the school meets the needs of young people with SEND. This report will list and describe the provision that is available to young people at Dyson Perrins Church of England Academy, subject to it being appropriate for the individual. This document will be reviewed and updated annually to ensure it reflects the changing needs and the development of provision at Dyson Perrins Church of England Academy.

This SEND information report seeks to address the following questions, in line with the Special Educational Needs and Disability Code of Practice: 0-25 (Department for Education 2014 – updates can be found linked to the document):

- 1. What are the kinds of SEND that are provided for at Dyson Perrins Church of England Academy?**
- 2. How does Dyson Perrins Church of England Academy identify young people with SEND and assess their needs?**
- 3. How does Dyson Perrins assess, plan and review young people with SEND?**
- 4. What arrangements are in place for consulting with both parents/carers and the young people With SEND?**
- 5. What approach does Dyson Perrins have for teaching young people with SEND?**

- 6. How are staff deployed and developed to support young people with SEND?**
- 7. What intervention is currently provided for pupils with SEND?**
- 8. What support is in place to improve the social, emotional and mental health development of pupils with SEND?**
- 9. How does the school enable pupils with SEND to engage in school activities alongside pupils who do not have SEND?**
- 10. What training does the SEND department receive?**

#### **USEFUL LINKS**

Dyson Perrins Church of England E Academy SEND Policy -

[https://www.dysonperrins.worcs.sch.uk/uploads/files/Policies/20%20SEN%20\(Summer%202024\).pdf](https://www.dysonperrins.worcs.sch.uk/uploads/files/Policies/20%20SEN%20(Summer%202024).pdf)

Worcestershire's Local Offer - <https://www.worcestershire.gov.uk/council-services/schoolseducation-and-learning/send-local-offer>

The SEND Code of Practice - <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

1. **What are the kinds of SEND that are provided for at Dyson Perrins Church of England Academy?**

Dyson Perrins Church of England Academy currently provides support for pupils across these four broad areas of need below. This is not an exhaustive list and we would of course strive to support young people with SEND that is not listed.

<b>Category of Need</b>	<b>Examples of Special Educational Needs</b>
Communication & Interaction	Autistic Spectrum Disorders Speech Language and communication needs
Cognition & Learning	Moderate Learning difficulties Specific Learning difficulties Dyslexia Dyspraxia Processing difficulties
Social, emotional and mental health	Social skills needs Emotional health difficulties ADHD/ADD Attachment difficulties Mental health difficulties Behavioural needs – as a result of SEND Oppositional Defiance Disorder
Physical and or Sensory	Physical disabilities Klinefelter’s Syndrome Sensory processing disorder / difficulties Medical needs Physical needs Hearing impairments Visual impairments Auditory processing difficulties

\*It is important to recognise that young people often have needs that cut across a range of these areas and their needs may change over time.

**The Graduated Response**

<b>Level of support</b>	<b>Type of support</b>
<b>Quality First Teaching – Whole School</b>	<b>Quality first teaching for all learners</b> Use SEND Register and Guidance sheets for any specific learning need, with teaching and learning adapted appropriately. Also called universal provision or ordinarily available provision.

<b>Targeted Intervention</b>	<b>Targeted intervention and support for some learners</b> Narrow the GAP English and Maths Interventions for SEND students Subject specific booster sessions Time-limited SSU Placement Access to homework clubs at lunchtime and after school Catch up reading scheme – FFT Phonics, and Reciprocal reading Use of specific equipment to aid learning
<b>Specialist Intervention</b>	<b>Specialist support for a few learners</b> Individualised 1:1 Literacy Programmes (e.g. LEXIA Core 5, FFT Phonics, FFT Reciprocal Reading) Individualised 1:1 Numeracy Support Longer term SSU Placement Bespoke intervention programmes (e.g. Anger Management, Semantic Pragmatic Language Sessions, Organisation Skills) Working with Educational Psychologist / Autism (CCN) Team / Speech and Language Therapy Team.

### 1. How does Dyson Perrins Church of England Academy identify young people with SEND and assess their needs?

#### Identification at Dyson Perrins Church of England Academy

At different times in their education, young people may have a special educational need or disability. The Code of Practice 2014 defines SEND as a young person having a significantly greater difficulty in learning than the majority of others of the same age, or, has 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.

Where a learner has an identified SEND, we will aim to provide provision that is ‘additional to or different from’ the normal differentiated curriculum intended to overcome the barrier to learning. Learners may fall behind for a number of reasons and we are committed to ensuring that all have access to learning opportunities and interventions where appropriate. However, this does not mean that all learners who are behind in their education have SEND.

At present, **21.2%** of learners at Dyson Perrins Church of England Academy have an identified SEND and are on our SEN register at a ‘School Support’ level. These pupils are supported through our SEN Notional Budget. As well as this, there is an additional **8.9 %** of pupils who have an Education and Health Care Plan.

Subject teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty in learning. Concerns in the first instance should be directed to Mrs Lloyd, who will coordinate a response.

## Transition Between Schools

**For pupils in Year 6 at our feeder primary schools** – Mrs Lloyd will attend the EHCP review meeting if it is felt appropriate and / or necessary. Dyson Perrins Church of England Academy also hold additional transition days and other visits for pupils with SEND.

**For pupils selecting Subject preferences for Key Stage 4** - Dyson Perrins Church of England Academy staff will guide pupils as to the most appropriate choices. Mrs Lloyd may be contacted to discuss choices for SEND pupils further, and will be available on the Year 9 Options Evening that is held prior to pupils being asked for their subject preferences.

**For pupils in Year 11** – A careers guidance adviser will work with our SEND pupils and their parents in order that they make a successful transition to post-16 education. Wherever possible, a ‘familiar adult’ such as a teaching assistant or member of the SEN staff will support pupils during this process.

### 3. How does Dyson Perrins assess, plan and review young people with SEND?

Dyson Perrins Church of England Academy strives to achieve participation for all and achievement for all by creating an inclusive ‘can do’ attitude among our pupils. Dyson Perrins uses a ‘Graduated Response’ in line with the new code of practice following the cycle of ‘Assess, Plan, Do, Review’ in responding to the needs of SEND pupils. Provision for SEND pupils is reviewed termly in school and annually with pupils and parents/carers.



Teachers input assessment data into the school information system (SIMS) termly, which is then analysed by Heads of Departments and /or the SENCo. We value high quality teaching and learning and, as such, each academic department within the school is formally monitored as part of a review process twice per year. Subject teachers adapt lessons, as set out in the **Teachers’ Standards 2012** to ensure learners with SEND are able to access the same curriculum as their peers.

Baseline assessments are completed before intervention begins to help identify where a pupil is at in their learning. Discussions are also held with parents/carers and the young people through SEND review meetings and EHCP review meetings. Teachers and TAs are made fully aware of which pupils are on the SEND register. Every pupil on the SEND register has a Provision map, which details the specifics of their SEND and identifies strategies to support them in class.

Both teachers and TAs plan lessons/intervention based on assessment of the pupils needs and gaps in learning. These may be adapted to provide more challenge or more support depending upon the young person's understanding and rate of progress. Teachers and TAs deliver lessons/ intervention to support the progress of pupils. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher will still retain responsibility for the pupil. They work closely with any TAs or specialist member of staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Based on the assessment of need the SENCo may need to refer a pupil to an external professional below:

- Outreach support from an Educational Psychologist
- Outreach support from the Autism Team at other specialist local providers.
- Outreach support from the Visually Impaired Team at other specialist local providers.
- Outreach support from other local specialist providers, for students with a physical disability
- Use of laptops for those students who have a difficulty in writing as assessed both within school and through external agencies
- A fully resourced Student Support Unit (SSU).
- Access to the Emotional Wellbeing toolkit, delivered through experienced practitioners within the school
- Access to other Social and Emotional Support with trained practitioners.
- A range of learning and SEND assessments with accredited assessors accredited within the school

#### **4. What arrangements are in place for consulting with both parents/carers and the young people with SEND?**

The SENCo (or appropriate member of staff) meets with every pupil on the SEND register and their parents/carers, as deemed necessary; parents/carers will be invited into school for a 10-15 minute meeting. During the meeting, strengths, difficulties, strategies, intervention and targets are discussed and reviewed with both the pupils and the parents/carers. This information then feeds into the provision map of the pupil. Pupils with Education Health and Care Plans have an annual review, but parents are encouraged to communicate with us on a more regular basis, particularly if they have concerns or issues that need addressing.

#### **5. What approach does Dyson Perrins Church of England Academy have for teaching young people with SEND?**

- All teachers at Dyson Perrins work hard to make sure that young people with SEND get the support they need – this means that they do everything they can to meet each young person's needs through:
- A sound knowledge of each pupils SEND, with reference to the SEND register and pupil profile cards.
- Quality-first teaching with appropriate, targeted adaptations in place for pupils with SEND.
- TA support where appropriate to compliment the work of the teacher.

- Appropriate Access arrangements in place for exams and assessments.
- Individualised provision where appropriate through targeted, time-limited intervention programmes.
- Individualised provision through adapted resources and assistive technology.

## **6. How are staff deployed and developed to support young people with SEND?**

There are a team of 13 Teaching Assistants (TAs) working with our pupils who have SEND. The majority of TAs are assigned to pupils with EHCPs or high-level needs and therefore support across a range of subjects giving a consistent support for the pupil.

For those who do not have an EHCP, but have an identified SEN, core subjects are targeted for support first but the views of teachers, pupils and parents/carers are considered when allocating TA support.

TAs have high expectations of all pupils, and use their knowledge to enable all pupils to achieve the learning objectives set in lessons. Teaching staff plan lessons to make effective use of TAs either to assist individual pupils, take small groups, or assist the whole class.

## **7. What intervention is currently provided for pupils with SEND?**

In line with educational research, we strongly believe that pupil's with additional needs will make the most progress in front of subject specialist teachers in the classroom. That said, Dyson Perrins Church of England Academy runs a small number of in-house interventions including:

- Tiered literacy support (including phonics through a Secondary School specific programme).
- Dyslexia screening and in-house strategies that are implemented and closely monitored
- Tiered numeracy support
- Dyscalculia advice from a specialist numeracy/maths TA.

The effectiveness of all the above interventions is monitored on a regular basis through progress checks. In addition, those students on literacy or numeracy support are assessed more regularly to judge any gain in literacy or numeracy. Dyson Perrins Church of England Academy uses externally validated tests in literacy and numeracy on a regular basis to ensure that a) our teachers' assessments are accurate, and b) those pupils who need the support, get it at the right time.

## **8. What support is in place to improve the social, emotional and mental health development of pupils with SEND?**

<p><b>What provision supports the social, emotional and mental health development of pupils with SEND?</b></p>	<p><b>Purpose</b></p>
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Student Coaching, Counselling and Therapy Support.	1:1 or small group support for those pupils struggling with more acute social, emotional and mental health development of pupils with SEND.
Child and Adolescent Mental Health Services (CAMHS)	School can refer pupils to CAMHS. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties
Wellbeing and Emotional Support team (WEST)	An NHS service to support the emotional wellbeing of children and young people in schools across Herefordshire and Worcestershire. As a part of CAMHS, the WEST team aim to support pupils with 'lower level' mental health concerns, specifically those struggling with their self-esteem, or high levels of anxiety.  Further information is available at <a href="https://www.england.nhs.uk/mentalhealth/cyp/trailblazers">https://www.england.nhs.uk/mentalhealth/cyp/trailblazers</a>
CAMHS CAST	This service offers consultation, advice, supervision and training. Often a meeting is held in school with parents/carers, SENCo/HOY and our link mental health clinician to work together to support the young person and signpost to services that might be able to help further.
Early Help	Schools can refer families to Early help, to help families if necessary. Sometimes it can help to talk to someone who isn't involved or part of the family. Our Early Help offer outlines this in further detail.
Reach4Wellbeing	This service provides short-term group programmes for children and young people age 5-18 experiencing mild to moderate anxiety and low mood.
School Nurse	There is a school nurse attached to the school. Pupils can make appointments to discuss issues pertinent to them.
School based Mentors	Mentors dedicated to supporting vulnerable and distressed children and young people by providing them with a volunteer mentor.
Kooth	Kooth is an online mental wellbeing community that offers, free, safe and anonymous support for young people.

Self Esteem Workshop	Self Esteem A programme supporting students to raise low self- esteem and encourage students to understand: • What self-esteem is • What cause low self- esteem and how this affects us • How to have a healthy self-esteem Ways to improve low self esteem
Worcestershire Children First Emotional Wellbeing Toolkit	A ‘toolkit’ of resources, delivered by our School Mental Health Lead, to promote good mental health amongst our learners.

### **9. How does the school enable pupils with SEND to engage in school activities alongside pupils who do not have SEND?**

As a School, we work hard to ensure that all pupils can engage with school activities regardless of their SEND such as sports clubs, sports teams, drama productions and young enterprise. Pupils with complex healthcare needs have an individual healthcare plan to allow staff to plan to include all pupils.

Bullying and discrimination of any sort are not tolerated at Dyson Perrins Church of England Academy. Where teachers, students and parents become aware of any issues which are attributable to another child’s difference or special educational need, then they should inform the SENCO or a teacher at the earliest opportunity

### **10. What training does the SEND department receive?**

The SENCO holds a **BSc (Hons) in Biochemistry**, a **Postgraduate Certificate in Education**, an **M.Phil in Molecular Biology and Biotechnology** as well as the **Postgraduate National Award for Special Educational Needs Coordination and the National Professional Qualification for Senior Leadership (NPQSL)**.

The SENCo attends the Worcestershire SENCo Cluster meetings to collaborate and share advice and expertise with other SENCo’s within the County.

The SEND Department is also supported by the Assistant Headteacher who holds a **BSc Hons in Sports Education and Management**, a **Postgraduate Certificate in Education**, as well as the **Postgraduate National Award for Special Educational Needs Coordination (Distinction)**, and the **National Professional Qualification for Headship (NPQH)**. Most recently, he has qualified as an Access Arrangements Assessor through his successful completion of the **Level 7 Assessing for Access Arrangements (AAA) qualification**, delivered by PATOSS.

Both the SENCO and the Assistant Head teacher are highly motivated in terms of continuing their professional development and will attend training linked to their highly rewarding roles regularly.

Continuing Professional Development (CPD) is also an important focus at Dyson Perrins, to ensure ALL of our staff, regardless of their role, are adequately equipped to meet the needs of ALL pupils within our school and wider school community.