

**St Dunstan's  
School**

# School Report For SEND

2019-2020

Beth Rowlinson-Baker

---

## St Dunstan's School SEN Report

Here at St Dunstan's we are proud of our inclusivity. All students are supported to be happy and to achieve the best that they are capable of. All staff in school have a shared expectation that all students, regardless of any additional need make the best possible progress in school. As a small school we are able to successfully tailor provision and intervention to meet the needs of the individual. This means that when students experience difficulties in school; be it with Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Problems or Sensory and/or Physical Needs; we are able to assess and plan a personalised learning pathway to ensure good progress is made, and to ensure that our young people become Independent and Resilient Learners. We do this in conjunction with the Local Authority:

### **Who are the best people to talk to in this school about my child's difficulties with learning and/or their disabilities (SEND)?**

- The *Special Educational Needs and Disabilities Coordinator (SENDCO)*, Mrs B Rowlinson-Baker coordinates all provision and intervention for students with Special Educational Needs and/or disabilities. The SENDCO is responsible for monitoring all students with SEN, ensuring that the correct support is in place. She disseminates information regarding these students to staff in school and liaises with parents as well as other professionals.
- The schools Learning Support Team work with students to support Learning, Behaviour and Attendance. They are non-teachers so are available during the day to support students parents. The SEND/Pastoral Team meet with other professionals as well as staff in school to plan a personalised timetable and support programme for our students.
- Students may also be supported by the team of *Teaching Assistants (TAs)*. Mostly in lessons but they also work with small intervention groups and 1:1 with some students, providing additional literacy, numeracy, speech and language and social skills.
- The *Headteacher* Mr Howard, has overall responsibility for the day to day running of the school including overseeing the support for all students. He and the SENDCO will ensure that the needs of all students are met and that this is reported to Governors.
- The *SEN Governor* works with the Head and SENDCO to ensure all support is in place.

### **How does the school identify students with SEN?**

- During transition from primary school, St. Dunstan's School SENDCO will meet with primary school SENDCO to discuss student's needs. A transition package is often put into place at this stage. Files which include any information on assessments and support are sent from the primary school to the secondary school once the move has taken place. Parents will also give information during transition to assist the school in supporting students.

- On entry into school, all students are assessed using a range of assessment tools. These may be subject based, but tools such as CATS, reading tests and spelling tests are also done to give as much information as possible.
- These assessments may reinforce information that is already known, or they may alert staff to a suspected difficulty. At this stage further tests may be carried out and observations in lessons done.
- Teaching staff will then use strategies to ensure that the needs of the student are met. Advice from the support team will also be given.
- If a student continues to make progress below that expected then the student will be referred to the SEN team for further assessment.

### **What are the different types of support available for young people with SEN?**

- Initially the focus for all students is ensuring that there is High Quality Teaching in the classroom that meets the needs of all. This means that reasonable adjustments are made to what is taught and how it is delivered and assessed, to make sure that every student makes good progress. All staff have access to continued professional development to support them with this and also the SENDCO and Support Team give advice on how best to differentiate to meet individual needs.
- If assessments are indicating that good progress is not being made, despite this high quality teaching then it may be that further support is needed. TAs are often in classes to work with the teacher and students to ensure that the young person can stay in lessons and access the curriculum fully.
- Small group interventions are available to students who are identified as needing further support to ensure they make progress. Literacy, Circle of Friends, social skills groups and numeracy groups are examples of some of the interventions we use. Students are taken out of lessons to do this and they are usually run on a 10-week programme. They are delivered by a member of the Support team.
- There are also 1:1 interventions. These are run by members of staff and are targeted more towards individual needs. Programmes to support anger management, self-esteem, mindfulness, reading, speech and language are run on this basis. Again they are programmes where the student is out of some lessons although we try to minimise the amount of time spent out of lessons to reduce the impact on their learning in the subjects. For some it may be that a time-out card, or modified curriculum is used alongside an intervention. In Key Stage 4 some students are assessed to enable them to get exam concessions.

All programmes are run on an Assess, Plan, Do, Review cycle and are often conducted under the guidance of another professional. Parents have the opportunity to have input into the review and advice is always taken to try and ensure needs are met.

Where the needs of a young person are severe and persistent a Statutory Assessment can be requested. This is a legal process that involves the school, parents and other professionals. The Local Authority will consider the outcomes of a range of assessments and decide if the needs are complex enough to require an Education, Health and Care plan (EHCP)

### **How is this extra support allocated?**

- The school budget includes an SEN allocation. The SLT do their best to ensure that the needs of all are met by this budget. Most small group intervention, Learning Mentor and TA funding comes from this budget.
- If the school can demonstrate that the young persons' needs are not being met from this budget and that more individualized support is needed, then funding via an EHCP will be required to meet the costs of any additional intervention.

### **How can I let the school know if I am concerned about my child's progress in school?**

- Every child has a planner and often initial concerns are raised here, so it is important to look at this and sign it. There is a space on each page for parents/carers and teachers/tutors to make a comment or raise an initial concern such as lack of homework. If you are concerned about your child's progress then you can contact the Tutor/Teacher by phone or email. They may be able to deal with your concern or they may refer you on to the Head of Faculty (HOF) or the SENDCO. You can make appointments to come in or raise concern by phone or email. If any concern has been raised about a student they will be discussed at the weekly Behaviour and Attitudes meetings where all attendance, provision, intervention, behaviour and support is monitored by all staff responsible for SEND and Pastoral Support. If you are not happy with the response, or if you still feel that your child is not making progress then you can contact the Headteacher.

### **How will the school let me know if they are concerned about the progress my child is making?**

- At St. Dunstan's School, there is constant monitoring of attendance, behavior, rewards, and progress. This is reported home in progress reports. The school also holds regular Parent Evenings in which tutors, teaching staff and the SENDCO are available to discuss progress. If there are concerns they may be raised here, but Subject Teachers, Heads of Faculty, Tutors and Support Staff will contact parents if there are any further concerns at all. Contact may be via phone-calls or email, or it may be that a meeting is requested. Students who need further support in school are often put onto a Learning Support Plan or a Pastoral Support Plan which entails regular meetings with parents/carers. It is from these meetings, or from the weekly Behaviour and Attitudes meetings, that further support from other professionals will be requested. Students who have a support plan will have the opportunity to meet with the SENDCO and other staff at review meetings.

### **What specialist services and expertise are available at or accessed by the school?**

- Students have access to a range of services and support. In school we have Learning Support Staff, Teaching Assistants, School Nurse, Children Missing In Education Support Worker
- There are other services/professionals that are employed by the Local Authority or commissioned by the school to be delivered in school such as: Educational Psychologist, Autism and Communication Support Service, Occupational Health Services, Speech and Language Services, Education Attendance Service, Project 28, Targeted Youth Support, Children's Social Care, Alternative Providers and Parent Partnership who offer independent support.
- Some services support school by working with staff and students or by giving advice and strategies. Such Services include: Child and Adolescent Mental Health Services (CAMHS) Speech and Language (SALT), Occupational Therapy, Physiotherapy and the Somerset Safeguarding Service

### **How are the teachers and other staff in school helped to work with students with SEN?**

- All support starts with Quality First Teaching. There is a professional development programme in place for all staff with a continued focus on teaching and Learning. Staff are updated continually on strategies for differentiated teaching by other staff in school or by visiting specialists.
- Specific staff are trained in the Accelerated Reading Renaissance reading scheme which is run for years 7 and 8, and also in individualised literacy interventions which are available for students who find literacy challenging.
- Some TAs run small groups and work 1:1 at times. They attend courses and undergo external and in-house training to support these groups. We also receive resources to work with individuals by advisory teachers and other agencies such as CAMHS and SALT.

### **How will the teaching be adapted for my child with SEN?**

- The expectation is that teachers plan and deliver lessons that will meet the needs of all pupils in their classroom. Lesson observations and learning walks help the Leadership Team and the Heads of Faculty ensure that this is taking place. Staff are able to access information on students as well as training and strategies to help differentiate all learning to meet individual needs.
- In some lessons there are TAs who assist the teacher in supporting individuals. The SEN department also provide resources and strategies for teaching staff and TAs to access.

### **How will we measure progress in school?**

- Pupil progress is continually monitored and measured by teachers, tutors, Heads of Faculty and the Leadership Team. The SENDCO has an overview of the progress of all the students in the school with additional needs. A number of tracking tools are available to ensure that we do continually measure progress and achievement.
- The progress of groups of students such as SEN students and pupil premium students is monitored separately, both in terms of progress in subjects and in terms of things like reading and spelling.
- The school works on the Assess, Plan, Do, Review principle, so if adequate progress is not being made then an intervention is put into place to support this. This will be part of a review system that parents are involved in.

### **How have we made the school accessible to students with SEN? This includes for extracurricular activities and Work Experience?**

- We have quiet rooms and lockers for those students that have medical needs and may need some private space during the day
- We have a homework club that is run by a dedicated TA. This operates after school on a daily and support can be given for both classwork and homework here. Many teaching members of staff are available after school to offer further support and revision.
- Equipment and resources are available to improve access for all, so for example all classes have keywords on the wall and available for use at desks as well as things like writing frames, coloured overlays etc.
- Students who have been identified as in need of an alternative method of recording may have access to laptops at appropriate times and all subject areas have bookable, open access to the computer rooms.
- All classes and all extracurricular activities are open to all students. Work experience is also offered for all and advice given by the careers advisor to ensure that the right place is chosen and the student is supported and visited during this week.

### **What support do we have for you as a parent of a child with SEN?**

- The SENDCO and other members of the leadership team are available to meet if you ring for an appointment. This can be prior to transition or during your son/daughter's time here at St. Dunstan's School. This is in addition to things like parents evenings which are scheduled in the school calendar.
- The website has a lot of information on how the school operates, policies, events and support mechanisms.
- The learning support staff are non-teachers and are available to offer students, staff and parents advice and support.
- We try to encourage as much communication as possible with the school, particularly with your child's tutor. This can be via a phone-call or email or through the planner which is an excellent communication tool.

- Student Strategy Sheets are regularly reviewed and you can request an updated copy at any time. The student strategy sheets are currently in the process of being upgraded to Individual Learning Plans which will be sent out and can be requested as they are updated.

### **How will we support your child during transition to or from this school?**

- Moving to and from secondary school, or indeed between schools can be a really difficult time for students, particularly those students with SEN. Steps are taken to ensure that any transition is as smooth as possible. We welcome any input from parents/carers who can contact us at any time to arrange meetings and visits to the school.

If a student is moving to another school:

- The receiving school will be contacted with any SEN information that will smooth the transition, and all files and records are sent on as soon as we can.

If a student is moving from another school:

- Many students come to us after having tried another secondary school. A member of SLT will meet with parents/carers and new student to ensure that the move into St Dunstan's is as smooth as possible. Time will be spent ensuring that new students know their way around school and are familiar with their tutor and support staff.
- Each new student will be given a 'buddy' who they attend lessons with and who will stay with them during free time until they feel comfortable.
- Often the first morning is spent doing assessments to ensure that the right provision and support is put in place.

Students coming to the school as a new intake:

- The SENDCO meets with the primary school SENDCO and Year 6 teachers to discuss students and any additional needs. Any support that is needed can then be put in place prior to entry in Year 7.
- The SENDCO also aims to attend Annual Reviews of Year 5 and 6 students when requested by the primaries.
- During the summer of Year 6, visits are arranged, both for the whole year group but also more personalized visits and sessions are arranged for SEN students who may find the process more difficult. Often this is a series of afternoon visits in a small group to walk round the school and meet with staff and other students and engage in activities to reduce anxiety for the students.

Post-16

- Careers meetings with independent advisors are set up to offer advice and guidance.
- All information is passed onto the relevant support departments at college and then the SENDCO will aim to meet college staff to discuss any needs further.