



**DUNSFORD**  
COMMUNITY ACADEMY

# Dunsford Community Academy

## SEND Information Report 2020

### (Local Offer)

Person with overall responsibility for SEN within the academy	Mrs R Alpey
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<b>Name of Education Provider: Dunsford Community Academy</b>	
<b>1. What special education provision is available at our setting? What do we do here to meet your needs?</b>	
<p>At Dunsford Community Academy, all teachers are accountable for the progress and development of <b>all</b> children in their class, including those identified with Special Educational Needs &amp; Disabilities (SEND). All staff track those at risk of underachievement or slow progress so that rapid appropriate intervention can be put in place.</p> <p>Additional structured and tailored intervention is provided by trained members of staff in addition to high quality teaching. Specialist teaching assistants, within the academy, deliver interventions to accelerate progress in targeted areas of need.</p> <p><b>Such interventions include:</b></p> <ul style="list-style-type: none"><li>• Staff trained in the delivery of Boxall Profile (a tool for social, emotional and mental health needs assessment and provision)</li><li>• Designated TAs with responsibility for the delivery of Speech and Language Therapy (SALT) targets which are set by specialist Speech and Language Therapists linked to the school</li><li>• Designated staff deliver social skill support groups</li><li>• Specialised interventions, devised to suit individual needs</li><li>• Access to a range of agencies and support services, when required, such as:<ul style="list-style-type: none"><li>○ Educational Psychologist</li><li>○ Speech &amp; Language Therapists</li><li>○ Early Years Advisory Support</li></ul></li></ul>	

- Portage Workers (home-visiting educational service for pre-school children with additional support needs and their families)
- EMTAS - Ethnic Minority and Traveller Achievement Service
- Deaf and Hearing Impairment
- Sensory Impairment
- Visual Impairment and ROVIC (rehabilitation officers for visually impaired children)
- ICT & Physical Needs
- CAMHS – Child & Adolescent Mental Health Service
- Communication and Interaction Team
- Social, Emotional & Mental Health Needs
- Educational Inclusion team

Furthermore, members of staff may receive additional training to enable them to support specific pupils with additional needs, for example, PECS (Picture Exchange Communication System) training to support children with communication needs.

## **2. What criteria must be satisfied before children and young people can access this provision/service? What sort of needs would you have for us to be able to help you?**

We are an inclusive academy and consider placements for any child in our school and nursery. We adhere to the guidance laid out in the Equalities Act 2010. Children with SEND are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage.

For us to provide a successful provision for children with additional needs, we ensure we work in partnership with families and that families sign up to this agreement of building a team of support around the child. This may involve other outside agencies. We have clear induction meetings to ensure a child makes a successful start in our learning environments.

Through the academy's regular monitoring of attainment and progress, children who may require additional support have their needs identified and become part of our '**QFT, Assess, Plan, Do, Review**' process. Parents are consulted and encouraged to participate in partnership with the school.

## **3. How do we identify the particular special educational needs of a child or young person? How do we work out what your needs are and how we can help?**

We have a clear system in place within the school to identify potential special educational needs for a child. We consider early identification of SEND to be vital.

- We follow the SEND Code of Practice (January 2015)
- All class teachers track and monitor the data of children's progress and attainment. Where a child is making limited progress, or achieving below age related expectations, the class teacher monitors to ensure this is not due to any underlying special educational need.
- Classroom observations and learning walks by school leaders are standard practice, to ensure that children's barriers to learning are not an issue that can be dealt with through the development of teaching strategies (quality first teaching). Any concerns are shared with the SLT / SENDCo.
- The SENDCo subsequently uses appropriate assessment tools to further investigate concerns raised through the observation and monitoring processes.

- Where needed, we refer to outside agencies to provide support in the identification and assessment of any barriers to learning.
- We support parents in liaising with medical professionals where an underlying medical condition is causing barriers to learning to aid the process of identification.
- Where behaviour is causing barriers to learning, we work closely with families to identify what the cause might be, such as parenting support, housing, bereavement or friendship issues.

#### **4. How do we consult with parents and/or children and young people about their needs? How do we find out about you and what you and your parents think you need to help you?**

We recognise that it is essential that we work in partnership with parents. We do this in many ways:

- Individualised processes in place between local nurseries and the school to ensure a smooth transition.
- Individualised transition processes in place between the school and Secondary schools.
- Home Visits on entry for children transferring from nursery
- Open days
- Tours of the school by the Headteacher
- Staff visible and present at the beginning and the end of the day to communicate with parents and carers
- Termly parent consultations
- EHCP (Educational Health Care Plan) Annual Reviews
- Termly Individual Support Plan reviews
- Home/school communication books, where required
- Regular 'check in, check-ups and check outs' (opportunities for teacher/pupil communication)
- Subject leaders provide parent advisory/information sessions for key areas of children's learning e.g. approaches to calculation or reading development.

#### **5. What is our approach to teaching children and young people with special educational needs? How will we teach you?**

Our academy is an inclusive learning environment and we value each child as an individual. All children are treated with equity. We ensure that, when additional needs are identified, a team is built around the child. This team is inclusive of the parents/carers who know the child best, the class teacher and SENDCo and any additional outside agencies who may be involved in providing specific objectives and supportive advice (including health and social care).

The information from the team provides a clear identification of the child's needs. Teachers then use this information to ensure the child's needs are recognised and planned for within the classroom environment. Teachers are responsible for ensuring that quality first teaching is adapted to meet the needs of any children with SEND.

Some pupils may require individual assessment by the SENDCo. The assessment will determine whether the pupil requires a bespoke programme of support. The programmes are devised to suit individual needs of the child, based on evidence-based research. Children identified with a higher level of need will also have an ISP (Individual Support Plan) with individualised targets.

#### **6. How can we adapt our curriculum for children and young people with special educational needs? What sort of things will you learn here?**

We adapt the curriculum by:

- Adaptation of class teaching – quality first teaching – ensuring access for all learners
- Teachers identify children who need tailored intervention, in liaison with SLT, SENDCo and parents
- Individual Support Plans provide key targets and provision
- Engaging parents to support home learning
- Resources and specialist equipment provided and tailored to support children with special educational needs to progress within the classroom
- Any interventions (in addition to classroom teaching) are reinforced and consolidated in the classroom.

### **7. How will we ensure we get the services, provision and equipment that children and young people need? How will we make sure that you get all of the help that you need from different people?**

At times we need to call on the advice of professionals to ensure that we have identified and provided for a child's needs effectively, this might include:

Gaining support from external professionals (eg the Communication & Interaction Team) for expert guidance on the best ways to support pupils.

Although we make every effort, there may be times when we do not have the resources and facilities to meet the specific needs of an individual child. Where this occurs, we take advice from the Local Authority Special Educational Needs Team and signpost parents/carers for advice.

- Educational Psychology Service
- Speech and Language Therapy Service
- Hearing Impairment Service
- Visual Impairment Service
- Communication & Interaction Team
- School Nurse
- Paediatrics
- CAMHS
- Social Care
- Devon DIAS (Devon Information Advice and Support) for parents - confidential and free

### **8. How is this provision funded? Who pays for this?**

At Dunsford Community Academy, provision for meeting the needs of pupils with special educational needs is funded by the academy's notional SEN budget. Some pupils with special educational needs may also be eligible for Pupil Premium funding if they are in receipt of Free School Meals, are Looked After by the Local Authority or if their parents work in the Armed Forces. Please refer to the Pupil Premium Annual Report on our website for further details.

Pupils with complex special educational needs and/or a disability who have an Education, Health and Care (EHC) plan may also receive additional funding from the Local Authority according to the complexity of the child's needs.

**9. What additional learning support is available for children and young people with special educational needs and how do they access it? What else will we do to help you learn and how will this happen?**

As outlined in section 12, we may need to draw on support from outside agencies. The SENDCo will signpost parents and carers to appropriate agencies and Early Intervention Parent Support can offer to support parents through the referral process.

**10. How do we support and improve the emotional and social development of children and young people with special educational needs? How can we help you learn about your feelings and relationships?**

- We deliver a robust PSHE curriculum (Personal, Social and Health Education)
- We use a range of pastoral interventions based on the identification of need e.g. building positive relationships, mentoring
- We have a Positive Behaviour Policy, consistently applied by all staff, which is the backbone for all our behaviour management
- Our Professional Development for all staff, focuses on positive behaviour management.
- Meal Time Assistants receive training and support for lunchtime positive behaviour management
- we give guidance for parents in the emotional and social development of children (which may manifest as behavioural difficulties) with signposting to appropriate support through Early Intervention Parents Support
- Where social care is supporting a family, designated members of staff liaise with the case workers

**11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood? How can we help you to get ready to change to a different place or to leave here?**

**Nursery to KS1**

- Personalised tours for potential parents
- Home visits from teachers
- SENDCo liaison with children who may require extended transition
- Opportunities for nursery children to spend time at the setting 'Stay and Play' sessions
- School Entry Plans are implemented with children already identified with a high level of SEND. These plans are reviewed following entry to the school.

**Key Stage 1 to Key Stage 2**

- Transition session for children to spend the day with their next teacher prior to moving year group.
- Extended transition plans for children who may require additional transition days
- Class teacher handover to include sharing of SEND information

**Key Stage 2 to Key Stage 3**

- Open day for parents and children, hosted by the KS3 provision
- Assisted and extended transition for vulnerable pupils
- Year 5 opportunities to visit local secondary schools / settings
- Assisted transition for vulnerable children or those who would benefit from additional transition
- Transition meetings between SEND Leads in both settings

**12. What other support is available for children and young people with special educational needs and how can they access it? What other help can we give you or help you to get?**

*The class teacher, as the professional who knows each child the best, remains the key point of contact for parents. The class teacher is supported by the SLT and the SENDCo.*

We can aid parents and children in accessing the following (which is not an exhaustive list):

- Social, Emotional and Mental Health:
  - Designated Safeguarding Lead will liaise with Social Care and oversee Child Protection, Child In Need & Early Help
  - Pastoral interventions – identified by need
  - Liaison with outside agencies for advice and support – Educational Psychologist, Child Adult Mental Health Service (CAMHS),
  - Implementation of the school's behaviour policy
  - Behaviour concern may be referred to SENDCo which may result in referral to Behaviour Support Team
  - Educational Inclusion Team
  
- Communication and Interaction
  - Speech & Language concern may result in referral for Speech and Language Therapy
  - Liaison with Speech and Language Therapist. Recommendations implemented by allocated member of staff.
  - Use of resources such as: Talking Tins, Talking Postcards, Colourful Semantics
  - Request to outside agencies for advice such as Advisory Teacher from the Communication and Interaction Team (CIT)
  
- Cognition and Learning
  - Concerns may be referred using our graduated response paperwork to SENDCo from staff with concerns regarding progress or achievement.
  - Specific tailored interventions
  - Assessments may be undertaken by SENDCo to determine barriers to learning followed by the implementation of appropriate bespoke intervention
  
- Physical and Sensory
  - Outside agencies for advice such as Visual and Hearing Impairment Advisory Teachers
  - Implementation of recommendations by Occupational Therapist or Physiotherapist by an allocated member of staff
  - Outside agency referral to Occupational Therapist for assessment and intervention
  - Provision of support resources as advised (wedges, specialised equipment)
  
- Medical
  - Regular meetings with School Nurse / medical profession
  - Liaison with medical professionals for children with ongoing treatment
  - Implementation of medical plans as advised by medical professionals
  - Liaison with medical inclusion team

**13. What extracurricular activities are available for children and young people with special educational needs? What other activities can you do here?**

Dunsford Community Academy has extra-curricular activities available to all pupils, such as:

- A range of After School Clubs – including sports, board games, art and drama
- Regular school visits that are fully inclusive – we complete full risk assessments where children with specific difficulties may require additional support
- Residential Experiences for KS2 children

**14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process? How do we know that the help we are giving you is working? How can you and your family tell us what you think?**

A graduated approach to SEND is used across the school, following the **QFT, Assess, Plan, Do, Review** process.

As soon as a SEND concern is raised, the school will seek the viewpoint of parents and children involved. Your voice as a family is extremely important in ensuring we have a full and broad picture of your child and that we have all relevant information to support the assessment and support process. We may use the advice of professionals such as Educational Psychologists and/or Speech and Language Therapists, to agree desired intervention that is recorded as part of a child's Individual Support Plan. If your child has an Individual Support Plan (ISP), Parents/carers will be invited to a review meeting at least 3 times a year and your views (Child and Parents) taken into consideration in planning next steps. Parents will be aware of outside agency involvement with their child and will be provided with relevant reports detailing intervention and progress.

Termly tracking of data and other evidence of progress is recorded on children's records to ensure we can monitor the impact of additional support and intervention.

An Education Health and Care Plan (EHCP) is reviewed annually, twice if the recipient is under five years of age. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made. Parents and pupils are consulted and encouraged to give their views as part of this review process.

**15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment? How do we make sure that we are being the best that we can be? How can you and your family tell us what you think?**

All intervention and provision implemented across the school is regularly reviewed to measure impact. If the intervention hasn't been effective in ensuring progress within the targeted area of need, the child's needs will be reassessed, and interventions modified accordingly. The review process varies depending on the area of need: Cognition and Learning, Communication and Interaction, Physical/Sensory and Social, Emotional and Mental Health. This may be in conjunction with outside agencies, for example, occupational therapy reviewing impact of a support plan they have provided, and the school has implemented.

As part of our practice, we collect information and feedback from parents and pupils using parental and pupil termly reviews.

Expertise is shared across our Trust. We carry out cross-academy moderation, which ensures that we have secure assessments of all children in the Partnership.

**16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs? How do we make sure that everyone that works with you has the right skills and can do the right things to help you?**

Quality First Teaching is the key to ensuring the best progress for all children. We invest in our staff to provide a learning environment where high quality interventions are run by trained staff, rather than deploying a Teaching Assistant in each class room.

- Across our Trust, the SENDCos meet monthly to ensure best practice / consistency across the MAT
- Our SENDCo attends regular SENDCo Forums where there are opportunities to network and share good practice with local SENDCos in Devon and beyond
- SENDCOs liaise regularly with Educational Psychologists at termly 'Planning and Review' meetings
- Termly SEND Clinics/Inclusion Meetings held with class teachers and SENDCo to share expertise.

SENDCo consults with professionals from a range of services where required to ensure children with additional needs are best supported with recommendations from all professionals involved with the child.

**17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan? How do we make sure that your parents know how we can help them?**

Pupils with more complex and significant needs have Individual Support Plans (including those with an EHCP). These termly documents are produced in consultation with parents and the pupil. A summary of the special educational need is recorded, and targets set. A review meeting is held to measure the impact of the support provided and to consider whether changes to that support need to be made. These meetings are held termly and the pupil, their parents, the class teacher and the SENDCo can all contribute to the review.

Where staff are concerned about a potential Special Educational Need, parents will be involved fully in the process of assessments and any outside agency involvement.

Once a barrier has been identified through the graduated response and liaison with teaching staff and other professionals (such as Speech and Language Therapists or Educational Psychology) an Individual Support Plan may be put in place. We recognise that families hold a wealth of information and it is essential we work as a team to ensure best outcomes for children.

Teachers are available in the mornings and afternoons for direct contact to support home/school communication. Parent Consultations are held termly, where progress and concerns are shared.

Other communication documents may be used, based on the child's individual needs, such as: home/school reward or behaviour chart and medical care plans.

**18. How can parents, children and young people make a complaint about our provision? What can you do if you are not happy about something that has happened here?**

We endeavour to work with parents at every opportunity, with staff available to speak to before and after school and a visible presence in the playground to build a collaborative relationship.

However, at times a complaint may be raised. If this is the case, there are many ways of gaining a positive resolution.

- Initially, parents/carers should seek a consultation with the class teacher and see if matters can be resolved
- If the concern persists or is unresolved, an appointment to see the Head of Academy can be arranged through the school office

**19. How can parents, children and young people get more information about the setting? How can you find out more about us?**

If you would like to gain more information about Dunsford Community Academy and what we can offer children and families, please:

- Contact the school office directly via phone or email:
- Arrange a parent tour (please contact the school office)
- visit our website, to view up to date newsletters and information: <https://dunsford-lap.co.uk/>

**20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families? How do we work with everyone else to help you?**

The school can arrange visits from the School Nursing Team to discuss pupils' medical needs. If a pupil has been referred to the Paediatric team the school will be contacted for information and consultation.

The Designated Safeguarding Lead has access to Multi Agency Safeguarding Hub (MASH).

The school has access to additional support through Devon Integrated Services. We have access to an Educational Psychology Service. Planning and review meetings are held during the year to discuss pupils with SEND prior to engaging their involvement or to discuss progress.

Devon Information Advice and Support for SEND (DIAS) offer support for children and young people with SEND and their parents and carers - [www.devonias.org.uk](http://www.devonias.org.uk)

**21. Arrangements for supporting children who are looked after by the local authority and have SEN. How do we help children who are looked after by Devon Council?**

The Looked After Children Coordinator will liaise with the SEND Team with regards to accessing appropriate support and provision for identified SEND children. This will follow the **QFT, Assess, Plan, Do, Review** model.

## Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg. SATS, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences, children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment needs or EHCP, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

The Head of Academy and Governing Board must have regard to the SEND Code of Practice and the Equality Act.

### Further information:

- COVID-19 SEND advice and guidance Devon:  
<https://www.devon.gov.uk/coronavirus-advice-in-devon/document/send/>
- Local Offer Devon:  
<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

