



The Dormston School

This document has been written in compliance with the 'SEND Code of Practice: 0-25 years' (2014) and responds to Regulation 51, Schedule 1 of the Children and Families Act 2014.

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1. How does the school know if students need extra help?

A student may be identified as having a Special Educational Need (SEN) at any stage during his/her education. This may be a long term difficulty requiring continuing support, or a short term difficulty requiring a specific intervention. Using a graduated approach, students' support will be assessed, planned and reviewed to determine appropriate levels of intervention.

Information about your child's special educational needs comes from a number of sources:

- Primary School liaison for Year 7 transfer
- Cognitive Abilities Tests
- Screen tests for reading, spelling and writing speed.
- Pupil progress and assessment data
- Observations
- Learning Support Assistant/Teacher feedback
- Parental concern
- Student self-referral
- Pastoral leader concern
- Specialist Services information.

2. What should I do if I think my child may have special educational needs?

If you think that your child may have special educational needs that have not been previously identified then you should contact the school and ask to make an appointment with the Special Education Needs Coordinator (SENCo).

**If you have any concerns about your child's special educational needs, please contact the SENCo:
Angie Francis: afrancis@dormston.dudley.sch.uk 01384 816395**

3. What provision is there for students with Special Educational Needs?

The Local Authority offer can be found at: To be confirmed (not yet available).

School staff will support individuals at a level appropriate to their needs, through effective differentiation in the classroom.

The Learning Support Team aims to ensure the fullest possible access to the curriculum for students on the SEN list.

The provision is reviewed regularly to ensure it addresses the needs of current students.

What the school provides

- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Learning Support Assistants. Intervention can take place before, during or after the school day.
- Literacy intervention is available through timetabled lessons and activities and is a priority of the school, designed to promote independent learning and curriculum access. There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with both learning and sensory difficulties. School will consult with staff from a variety of external agencies to advise and support across the range of SEND.
- Each teaching and non-teaching member of staff is given relevant information at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions. Training is given to staff as necessary.
- Updates are made available to staff, by the SENCo, via: email, staff briefings or face to face meetings. Much training and staff development is given 'in-house' to include strategies for specific children and generic strategies. In addition, internal and external training is available for staff.
- School works within the examination board guidelines, to put into place access arrangements that are appropriate and meet the needs of individual students.

- Individual teachers are responsible for making lessons accessible to all.
- There are a small number of students who access courses which are on offer from external providers: these lead to Key Stage 4 Vocational Qualifications.
- Every student in Year 10 has the opportunity to partake in work experience.

(See the Graduated Approach to SEND Support document)

4. How will I know how my child is doing?

What the school provides

Until 2018, Statements of Special Educational Needs will be reviewed. As part of the Local education Authorities' rolling programme some Statements will cease and others will be replaced by Education, Health Care Plans (EHCP). Parents are always invited to attend review meetings and as such will contribute to the process.

- Students with an **Education, Health and Care Plan** will also have an Annual Review Meeting and outside agencies may be invited to attend.
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and school. Students are always encouraged to participate in their meeting, or to contribute in their preferred format.
- Progress of other students with SEN support needs are monitored in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format and/or face to face at parent's consultations.
- The SENCo is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.
- The effectiveness of provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

We consider that the parents/carer's views are a vital part of the review and therefore request your attendance and support for your child.

In addition to this, students with Individual Education Plans will have their targets and progress monitored so the school has a holistic view of a pupil's learning experience.

How does the school know how well my child is doing?

Teaching staff enter data on individuals four times a year. This ensures that there is always relevant and up to date information on the level that is currently being achieved by each student.

How will I know what progress my child should be making?

Parents will receive regular formal reports from subject staff. In addition to this there are the SENCO meetings and Parents' Consultation which provide an opportunity to meet with subject staff and discuss progress. Individual Education Plans will be reviewed regularly.

5. How will the curriculum be matched to my child's needs?

The school aims to ensure the fullest possible access to the curriculum for students with Special Educational Needs. The provision is reviewed every year to ensure it addresses the needs of current students.

6. What are the school's approaches to differentiation?

Differentiation is seen as a priority in all lesson planning and in additional provision, and is supported by the Learning Support team who are working alongside their subject colleagues.

Effective differentiation will enable your child to participate fully in all aspects of learning and to make the best possible progress.

7. What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school for children with SEND?

All students are supported by their Head of House. In addition, students with SEN may be included in social skills programmes and also offered break and lunchtime support. Other interventions include:

Counsellor
Learning Mentors
Clubs
Rewards
Behaviour Plans
Celebration Assemblies
Liaison with outside Agencies

How does the school manage the administration of medicines and providing personal care?

The school employs a full time Pupil Welfare Officer.

The Dormston School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.

What support is there for behaviour?

There is a clear Behaviour Policy within the school, with rewards and sanctions, which all staff and students are expected to follow. The Pastoral Leaders, LS Team and Learning Mentors provide individual support and guidance for students who may be showing behaviour of concern, in order to address the issues that may be causing the behaviour.

How will my child/young person be able to contribute his or her views, and how will the school support my child to do this?

The Student Council is a committee of students who meet regularly, to represent the views of their peers in the tutor groups.

Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.

- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent's evenings as well as web site feedback.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- There is a governor linked with SEN who reports back to full Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular comprehensive review of provision.

8. What Specialist Services are available within or accessible to the school?

Within School:

The Learning Support Team has had training in Dyslexia, Speech and Language and Autism. They also have considerable experience in teaching children with dyspraxia, dyscalculia, sensory impairments and behavioural difficulties. The Learning Support Assistants have had extensive experience and training in working with children with general learning difficulties, Dyslexia, Autism, Sensory Impairments and behavioural difficulties.

Outside Agencies include:

Educational Psychology Service	Educational Welfare Service
School Nurse	Speech and Language Service
Child & Adolescent Mental Health Service	Sensory Support Service (Visually impaired, Hearing impaired)
Bereavement counselling	
Connexions	Autism Outreach
Social Care	Occupational Therapy
Independent Counselling	Learning support services
Sycamore Centre (Behaviour)	Cherry Trees (Emotional/ Medical)

9. What training have the staff supporting students with SEND had or are having?

Training for teaching students with special educational needs is considered essential. Whole school training in teaching and supporting students is given when necessary.

In addition there is regular training in:

AS, Literacy, Child Protection, First Aid, Outstanding Teaching, Looked After Children and Managing Challenging Behaviour.

Specific training for the LS team includes:

Anger Management, Speech and Language, Access Arrangements and Diagnostic Assessment.

We currently have a specialist teacher in Specific Learning Difficulties.

10. How will I be involved in discussions about and planning for my child's education?

- School website provides contact emails for all staff and the general school telephone number for enquiries.
- At the open evening for newcomers to the school, key staff members are introduced to parents and pupils. In addition, we have an open door policy. Parents and students will be escorted on a tour around the working school, within strict safeguarding limitations. Staff visit all feeder schools during transition and extended transition visits and meetings are organised for vulnerable students.
- Summer school inducts a small number of identified pupils. Additional contact days are made available for year 6 pupils to come and experience the working of our school.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued.
- There is parent representation within the School Governing Body.
- All students in the school have regular reports. There are also regular meetings for Parents, to inform them about events for relevant year groups. These include:
 - Year 6/7 Induction Evening
 - Year 9 Option Events/ Interviews
 - Year 10/11 Post 16 Options/ Careers Events

Parents may also contact any of their child's teachers directly using the email address given on the school website.

If your child has SEN he/she will be placed on the **SEND LIST** and you will be invited into school to discuss provision to address the special educational needs. A Strategy Sheet is written with you to support your child in school. It contains information about the student's special educational needs, appropriate provision and interventions and advice for teaching staff.

In addition students with a statement of Special Educational Needs, or Education, Health and Care Plan will have a multi-professional Person Centred Annual Review, which looks carefully at progress towards the learning objectives.

11. How will my child be included in activities outside the classroom, including school trips?

Most students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate.

- For students with medical/physical needs, any issues around trips and activities will have been discussed and addressed with parents in the Risk Assessment for the trip.
- Breakfast is available each day.
- There is a range of extra-curricular available to all students, some charges are applicable: the activities include, sport, music and drama.
- Parents are required to pay for individual music tuition.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- Where places are over-subscribed parents will be informed as to how places will be allocated.
- The school operates a peer mentoring system, where older pupils offer guidance, help and friendship support to younger students.
- The school makes the Learning Support Area available to socially or emotionally vulnerable students, and actively promotes social integration and friendship support, under the supervision of adults.

12. How accessible is the school environment?

- The Dormston School is a 7 form secondary school catering for students from 11-16. The school has grown over the years and now comprises of a number of separate teaching blocks: not all parts of the school are accessible to people in wheelchairs, but time-tabling of lessons may be organised to address this. Most teaching blocks have two floors. The Personalised Learning Centre and the Gallery are accessible by lift. Other areas are only accessible on the ground floor. Students with mobility issues and/or anxiety, will leave lessons early to allow them time and space to move between lessons, avoiding the potential for congestion at lesson changeover.
- There are two designated access parking spaces in the school car park.
- There are two toilets with disabled access, one with showering facilities.

13. How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?

We gather a lot of information about your child in order to make the best possible preparation for joining The Dormston School from the following sources:

- Contact with parents/carers from Year 5 onwards.
- Close liaison with Primary Schools during the Spring/Summer Term Primary School records.
- Additional transfer visits with staff from the Primary Schools in the Summer Term.
- Screen Testing on Induction days in July, and in September.
- Reports from agencies that are already supporting your child.
- The school works with feeder primary schools and Parent Partnership/ LA Officers from year 5, through to arrival in year 7.
- The school holds an Open Evening each year in the first half term and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENCo.
- The school visits feeder primary schools in the summer term, to give talks and presentations to Year 6.
- All students including those with SEND are offered Careers Education Advice Information and Guidance from a named specialist advisor.
- Connexions attend Parents Evenings from Year 9 onwards, and a Post 16 Evening is held which is open to any student and their parent/carer.
- A Careers Fair is organised for Year 10 which includes, local employers, colleges and training providers.
- The SENCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by students in year 10 and year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- Subject departments engage with universities and colleges for subject specialist information.
- All students in year 10 are given the opportunity to undertake a period of Work Experience.
- Students are encouraged to take part in The Duke of Edinburgh Awards Scheme.

14. How is the decision made about how much support my child will receive?

The decision making process is informed by the data and information received from the previous setting alongside current assessments. A programme to address the child's needs is implemented until the next review period. The programme will have targets specific to your child which are central to the ensuing review: future provision is decided on how far these targets are being met. For students with AEN/SEN, individual issues will have been discussed with the parents and Pastoral Leader. The needs of each student on the SEND list are very carefully reviewed and considered for the coming year.

15. How does the school communicate with parent/carers whose first language is not English?

The school endeavours, wherever possible, to ensure that an interpreter is available for parent meetings. Any written communication can be sent by email so that parents, for whom English is not their first language, may use a translation facility.