

Special Educational Needs Information Report

SEN Information for Parents and Carers September 2024: St Dunstan's School

- ❖ *How does the school know if children need extra help and what should I do if I think my child may have special educational needs? How do you identify children with special educational needs?*

Students with Special Educational Needs (SEN) are those who experience significantly greater difficulty in learning than the majority of their peers and whose educational progress is thus hindered and may be limited. These students require special consideration in terms of curriculum and teaching provision and above that which might normally be expected to be available.

Many students are aware of their difficulties and are anxious for support. Others are referred by staff or parents and carers. Students are encouraged to discuss their learning and/or behaviour difficulties with Support Staff. They are helped to understand their needs; how they can improve their skills; develop coping strategies and recognise progress.

Students who have medical diagnoses are not automatically added to the SEND register. These should be discussed with the SENDCo. Should an intervention be required to support access to the curriculum, the student will be added to the SEND register for the duration of the intervention. Students are added and removed from the SEND register as appropriate.

Identification, Assessment, Testing and Recording

From the start of Year 7, a continuum of support is provided at all levels, based on the following information:

- Knowledge and information received by the SENDCo and the Pastoral Team, during transition meetings from Year 6 to Year 7
- KS2 SATS scores
- Accelerated Reader STAR Reading Test
- NGRT assessments
- Baseline assessments in English and Maths in Term 1 of Year 7
- Other assessments as deemed necessary in discussion with parents and carers

- ❖ *How will I be able to raise any concerns I may have?*

Parents and carers who think that their son/daughter may have a learning difficulty should in the first instance raise it with the student's tutor who will seek advice from the Learning Support team.

If the student is coming to the school from another secondary school, please ensure that any previous documentation is sent on to St Dunstan's.

The school also uses the Graduated Response Tool which allows subject teachers to note any potential concerns.

Ms Haden is the Deputy Head and SENDCo and she can be contacted via email on [**SEND@stdunstansschool.com**](mailto:SEND@stdunstansschool.com)

❖ *How will the school support my child? Who oversees and plans the education programme?*

The SENDCo oversees the assessment of the learning needs of our students and plans appropriate support and interventions. In liaison with staff, the coordinator also identifies students who may be eligible for additional support throughout their education and in exams.

❖ *Who will be working with my child and how often?*

Support may be given through one or a combination of the following strategies:

1. One to one or small group teaching working on structured and targeted programmes: Interventions cover: Literacy, Reading, Numeracy, Social Skills, Emotional Literacy and Working Memory. Many sessions take place during tutor time in the morning so that students do not miss their lessons.
2. In Year 7, students who score significantly below national expectations in Literacy skills (Year 6 SATS) participate in Reciprocal Reading Interventions; RRI allows students to understand the 'Fab Four' of reading skills and is designed to specifically target these skills to develop confidence, fluency and comprehension in reading as well as making progress in improving reading age to be in line with chronological age. Some students will also be identified as needing to use an online intervention to support increased phonological awareness.
3. In Year 7, students who score significantly below national expectations in Maths skills (Year 6 SATS) will have individualised or small group sessions. The support curriculum is an intensive numeracy based curriculum designed to enable the students to master the numeracy skills that underpin Secondary School maths and help the students catch up with their peers.
4. In Year 9, some students study additional literacy and maths where appropriate.
5. A small number of identified students have literacy, coursework, work experience and study support instead of a GCSE option.
6. In-class support is provided for students with Education, Health and Care Plans (EHCPs) who are supported according to specific need in order to gain access to the curriculum. The support Teaching Assistant does however lend support to all as required within the particular teaching group.
7. Faculties provide suitably adapted curriculum (eg. BTech and Entry Level Courses instead of GCSEs).
8. Adapted timetable, where a student may be disapplied from a particular subject, in order to give more attention to other subjects or work on basic literacy or numeracy skills.
9. The Learning Hub (Learning Support) is open before school, breaks and lunchtimes for students. A variety of activities are on offer to support friendship, social skills and developing resilience.
10. Support with homework is provided after school in the library from 3.15 to 4.15 (Monday to Thursday). This is supervised by the Librarian or a member of the SEND team. Everyone is welcome.

❖ *What will be their role? Who will explain this to me?*

The Learning Support Team will contact you if your child has been identified for any of these interventions, giving details of when, where and with whom. You will also be given information about the intended outcome and when progress will be reviewed. If you need further information you can contact either the named worker for the intervention or Ms Haden, the SENDCo.

❖ *How are the school governors involved and what are their responsibilities?*

There is a link governor for SEND who meets with the SENDCo (Ms Haden) to keep up to date with SEND developments and progress and then reports back to the Governing Body. The SENDCo and link governor meet on a regular basis during the year.

❖ *How does the school know how effective its arrangements and provision for children with special educational needs are?*

Monitoring the effectiveness of provision:

The Faculty involves parents and carers at all stages of provision. Regular review meetings are held to discuss needs and identify suitable action. Parents are encouraged to support their children and work with them at home as part of the "Student Profiles" (Individual Education Plan).

Provision is identified on Student Profiles, which are reviewed as required to monitor effectiveness.

Students with more complex needs or EHCPs: Students will normally have an education plan which is reviewed at least three times a year with the student and parents. Some plans are reviewed more frequently according to need and provision identified. A summary of the EHCP provisions are provided to inform staff on strategies and adaptations required for each student.

The school works with a variety of outside specialists to provide the most appropriate support for each individual student's needs. Advice is sought from the Visual and Hearing Impairment service as required for individual students. Speech and Language therapists meet students and advise staff two or three times a term. The school can work with The Hospital Education and Reintegration service for identified students. The school contacts and works with other services when identified, these include: Educational Psychologists; Child and Family Support officers; Social Services; The Disability Children's team and SALT.

The outside specialists assist the Learning Support team in monitoring the effectiveness of its support and make recommendations about any further provision or support needed.

The SENDCo conducts learning walks with the Head of each Faculty to monitor the effectiveness of the provision for students with SEND and the quality of their learning. The SENDCo and the Head of Faculty share expertise to make recommendations on strategies and resources that will improve the provision even further.

❖ *How will the school curriculum be matched to my child's needs? What are the school's approaches to adaptation? How will that help my child?*

Students with SEND are given the opportunity to experience the curriculum range of their peers. The schools' setting policy leads to the formation of some teaching groups, in which it is likely the majority of members may have additional needs. The subject teachers will provide a suitable and adapted curriculum to ensure that such students make the best possible progress, guided and supported by the Learning Support team.

In Year 7, students who score significantly below national expectations in their English SATs participate in Reciprocal Reading Interventions; RRI allows students to understand the 'Fab Four' of reading skills and is designed to specifically target these skills to develop confidence, fluency and comprehension in reading as well as making progress in improving reading age to be in line with chronological age. Students may also participate in Read, Write, Inc and/or make use of Readingwise Software to support their literacy development.

In Year 7, students who score significantly below national expectations in Maths skills (Yr 6 SATS) will be given extra support in class or have small group work with the TA or teacher.

It is recognised that there are many students who underachieve as a result of Specific Learning Difficulties, which may affect their achievement wholly or in part. Such students are identified across the ability range. Account is

taken of these difficulties when teaching sets are organised. Such students receive support for their needs through Individualised Learning Programmes or intervention programmes delivered to students with similar needs in small groups.

Every effort is made to ensure that those with SEND continue to access a full curriculum and to obtain recognised qualifications. Such provision is constantly monitored and reviewed in order to meet Student, Community and National needs. A small number of identified students may study one less GCSE to enable them to have time for support with their other subjects and work on meeting their additional needs. In exceptional circumstances Year 10 students may be given the opportunity to be involved in quality work experience. In order to maximise attainment in external examinations, we liaise regularly with examination boards to implement appropriate access arrangements. Students with literacy difficulties or specific learning difficulties are offered an assessment from the beginning of Year 10 to see if they meet the JCQ criteria for access arrangements in their exams. Before this, they may be given the opportunity to trial arrangements to see if this could become their normal way of working.

- ❖ *How will both you and I know how my child is doing and how will you help me to support my child's learning?*
- ❖ *In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the school know how well my child is doing? How will I know what progress my child should be making?*

A student's progress is tracked on an ongoing basis and parents and carers are contacted to discuss action when students are not making the expected progress. Other measures are used to gauge all round progress of individual students. This will include attendance data, analysis of reports and data checks, as well as the application of specific tools as recommended by other professionals. Parents and carers have the opportunity for progress checks three times a year and each year group has a yearly parents' evening to discuss each student's progress. Ms Haden (SENDCo) is available to meet parents at each of these meetings. Parents and carers are encouraged to make direct contact with tutors and subject teachers either through the planner, by email or by phoning the School Office.

Additional interventions are arranged for students with specific learning difficulties. Parents and carers are informed about interventions by letter and it is expected that students attend these interventions. Parents and carers will also be informed when a student is discharged or any new intervention is put in place.

- ❖ *What opportunities will there be for regular contact about things that have happened at school e.g. a home school book?*

All students are provided with a student planner for home and school communication. Identified students may be further supported by the use of targeted resources such as home school books, individualised log books or learning target cards. The school also has an online platform, Talaxy, and much of the school communications to parents will be via this. Parents and carers are encouraged to have contact with the tutor in the first instance or if a meeting is required with Ms Haden, please telephone the school for an appointment.

- ❖ *How will you explain to me how learning is planned and how I can help support this outside of school? How and when will I be involved in planning my child's education?*

Additional meetings are available by request (email or telephone) and for students with a high level of need, regular contact is arranged.

Students with an EHCP may have termly meetings with their parents, carers, tutor and key worker (if appropriate) to set and review progress targets. They will also have an annual review meeting with the SENDCo, parents and outside agencies to review the plan and discuss arrangements and progress.

Students with an EHCP will be contacted by their tutor as required to discuss progress and support with any issues that may arise.

Do you offer any parent training or learning events?

Parents and carers are always welcome to request training on any of the interventions we have in place. Training for parents and carers on Reciprocal Reading will take place before Christmas each year for parents of participating students.'

- ❖ *What support will there be for my child's overall wellbeing?*
- ❖ *What is the pastoral, medical and social support available in the school for children with SEND?*

St Dunstan's is committed to ensuring all students stay safe and healthy and enjoy their time at school. We aim to help students to grow into mature and caring young people who make a positive contribution to the school and the wider community. The tutor is generally the student's most consistent and stable point of contact. Each Key Stage also has a pastoral lead (Mrs Easterbrook for Key Stage 3 - years 7-9 - and Mrs Kench for Key Stage 4 - years 10 and 11). Attendance is monitored by our Deputy Head, Ms Haden and our Education Welfare Officer will work with families who need additional support. Where necessary or by request, support can be coordinated via an EHA (Early Help Assessment).

- ❖ *How does the school manage the administration of medicines and provide personal care?*

The policy on the Administration of Medicines and the accompanying Request to Administer medicines form can be found on the school website. St Dunstan's also works closely with the School Nurse who will come in to support students. Ms Haden and other professionals will liaise when producing a Medical Care Plan for students with specific medical needs.

- ❖ *What support is there for behaviour, avoiding exclusions and increasing attendance?*

St Dunstan's has a system of interventions to avoid exclusions and increase attendance for students. These include the services of a Pastoral Manager, Key Stage Lead, Education Welfare Officer, School Nurse, ELSA and services such as Young Somerset and the Family Intervention Service. We meet regularly with the parents of students in danger of exclusion or with attendance concerns. Plans are put in place to support them and are reviewed regularly. For most students, unwanted behaviours are checked through outstanding teaching and lessons. The school has a Behaviour Policy, which outlines its systems for managing behaviour and, more importantly, encouraging through rewards.

- ❖ *How will my child be able to contribute his or her views?*

Students are encouraged to contribute their views on school life. All students can give their views to the School Council via their representatives. Students are expected to attend and contribute to review meetings with their parents and carers.

- ❖ *How will the school support my child to do this?*

A pupil centred planning approach is used at annual reviews of EHCPs and students prepare their own one page profile to these meetings. The student will have a trusted adult to help plan and prepare for this.

Students who have Student Profile Sheets are entitled to have their own copy of this information and can suggest changes to the sheet. The student is fully involved in writing targets for each term that go out to all that student's teachers. Information is also available on Google Drive to support the teachers' understanding of the needs in their classes. Teachers are expected to produce a Class One Page Profile to support teaching and learning.

- ❖ *What specialist services and expertise are available at or accessed by the school?*
- ❖ *Are there specialist staff working at the school and what are their qualifications?*

The Learning Support team consists of:

- The SENDCo who in addition to Qualified Teacher Status, completed the NASENCo award in 2013 and is currently completing a Masters Degree in Inclusive Education,
 - A qualified ELSA to support with Emotional Literacy,
 - All TAs who have a range of training to cover a wide variety of educational needs. Training is ongoing and adjusts to fit the identified needs of students in the school and joining the school.
- ❖ *What other services does the school access, including Health, Therapy and Social Care services?*

St Dunstan's has access to a range of Local Authority specialist services in education, health and social care [see the LA local offer]. Support, advice and guidance is regularly sought from:

- Speech & Language Therapy service
- Educational Psychology Service
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse and other Health professionals
- Family Intervention Service
- Young Somerset
- Bereavement support from local charity and Winston's Wish

- ❖ *What training have the staff supporting children with SEND had or are having?*

Staff are trained regularly in aspects of SEND/Inclusion either via the Learning Support Team or other partners e.g.: Hearing Impairment Service and ASD support service. Planning for the progress and support of SEND students is also a focus of staff induction and our NQT programme. All students identified with a learning need have a personalised student information sheet (Pupil Profile) which is given to all staff and outlines strategies and techniques that the teacher can use in the classroom to help the students achieve their full potential. This information is also used to create the Class One Page Profile.

- ❖ *How will my child be included in activities outside the classroom including school trips? Will he or she be able to access all of the activities of the school and how will you assist him or her to do so?*

We will actively encourage and support ALL students so they are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating.

- ❖ *How do you involve parent carers in planning activities and trips?*

For students with specific needs parents and carers are consulted as well as support agencies to ensure that any support needs are identified and provided for.

❖ *How accessible is the school environment? Is the building fully wheelchair accessible?*

St Dunstan's has lifts in the main building and the Science block as well as ramps for accessing those parts of the building accessed by steps. The English block does not have a lift and so timetabling ensures lessons on the ground floor for those students unable to access the upper floor without a lift. TA's are trained to use the Evac chair in case of emergencies.

❖ *Have there been improvements in the auditory and visual environment?*

Technology is used to enhance the visual and auditory environment where possible and bespoke arrangements can be implemented where appropriate, such as the use of a radio aid for students with hearing issues.

❖ *Are there disabled changing and toilet facilities?*

There are several accessible toilets on site. Changing rooms are also accessible.

❖ *How does the school communicate with parents whose first language is not English?*

St Dunstan's has access to an EAL specialist teacher who comes in to support students as required. This is accessed via the SENDCo and or the EAL lead in school. External specialist tutors are also available and utilised as necessary. We will use technology such as Google translate to support parents and students.

❖ *How will equipment and facilities to support children with SEND be secured?*

St Dunstan's liaises with a range of services including Speech & Language, Occupational Therapists, Physiotherapists, Technology and Sensory support to identify the equipment and resources necessary to enable our students with Special Educational Needs or disabilities to fully access the curriculum.

If, in exceptional circumstances, the school considers that a pupil needs further additional resources then it may be agreed that the school will seek support from the local authority or apply for a statutory assessment.

❖ *How will the school prepare and support my child to join the school or transfer to a new school? What preparation will there be for both the school and my child before he or she joins the school?*

Transition support offered by Learning Support

We work closely with our local primary schools to identify students who will need extra support around transition from Year 6 to Year 7.

Students with EHCPs:

The SENDCo will attend the Yr 5 & Yr 6 (transition review) when asked and when possible, so they can assess whether there are any specific issues that would need to be addressed to ensure a successful transition to St Dunstan's, and what strategies would need to be implemented, (specialist equipment, health and safety concerns, specific training courses for TAs, etc). One of these strategies may include a TA visiting the student at their primary school and observing them in a variety of lessons, liaising with both the class teacher and TA about the kind of support that works best for the student. The SENDCo will ensure that all students with EHCPs are offered the opportunity to meet her with their parents and current SENDCo /class teacher to discuss any issues or concerns. The student would also have some visits to St Dunstan's prior to, and following Induction Day.

Before starting Year 7, St Dunstan's runs an Enhanced Transition day to allow students to feel confident and comfortable prior to the start of the school year. The number of visits prior to this will depend on the needs of the student. The visits usually follow the protocol of visiting us with their class TA and have a tour of the school with a TA who can then go through a typical school day at St Dunstan's, protocols, TRACK values and expectations. If the student has quite complex needs, a second (or even third) visit may be arranged either individually or with a small group where they can access mini lessons. The TA may accompany the students into lessons as well on these visits but each case is judged on its own merits. On Induction Day a TA will be allocated to join the student's tutor group to ensure that he/she has a successful day and that they have been able to access all aspects of the day fully. We also run taster days and curriculum enrichment activities for Years 5 and 6. Local feeder primary schools are invited in to experience Food, Art, Poetry and other lessons. Primary school TAs usually accompany the students so they are familiar with them and we also ask some of our student leaders and prefects to assist. This will include all students.

Students identified by their primary schools as needing extra support

The SENDCo and or the Key Stage 3 lead will visit all primary schools terms 5 and 6 to meet the students and be able to answer any questions they might have and then arrange any extra visits into school that they might need to familiarise themselves with the buildings and the routines in a Secondary School. The Learning Support Team will also liaise with the outside agency providing them with specific information and copies of things such as timetables and planners so they can familiarise the students they are working with about what to expect when they transfer to St Dunstan's. The SENDCo can also accompany the Head of Yr 7 on the primary school visits when they have had prior information about a student requiring extra support with the transition to St Dunstan's but who are not getting support through an outside agency. Reasons for the extra support range from ADHD, CLA, ASD, PP, anxiety issues, poor attendance or considered to be vulnerable. This may then lead to a TA to visit the primary school to liaise with the class teacher about successful strategies/routines and also to meet the student and talk through any anxieties/concerns/questions they may have. The level of support given will depend on the need and follows any of the previously mentioned strategies.

On Induction Day the TAs from St Dunstan's will be available for support and check in with students who have any SEND need to check in with them and to ensure that this day is successful.

The SENDCo or SEND team will liaise where necessary with parents and carers to ensure they have all the relevant information to support their child's successful transfer to St Dunstan's.

❖ How will students be prepared to move onto the next stage?

The SENDCO liaises with the head of Key stage 4 and the Somerset transition panel to identify students with SEND who may need extra support with planning to move on from St Dunstan's and a plan is put in place to support them.

The SENDCO also liaises with Student Support Services at Strode College to plan and prepare for transition to the College.

For students with EHCPs, support starts as early as Year 7, when plans are put in place at the Annual Transition Review.

❖ How are the school's resources allocated and matched to children's special educational needs? How is the school's special educational needs budget allocated?

Pupils are allocated resources based on their individual needs.

- The Reciprocal Reading, Read, Write, Inc, Readingwise and Maths Support Interventions are heavily resourced with extra staffing and resources to meet the needs of students with literacy/numeracy difficulties.

- Literacy intervention classes are provided during tutor period and some lessons for students with specific learning difficulties. We try to ensure that the students do not miss the same lesson.
- Small groups of students are identified in Year 7 who need extra numeracy support in Year 7. These take place at various times including tutor time and withdrawal from some lessons.
- We offer 1 to 1 support and groups work with students who may have anxiety or trauma - this may include gardening or forest school.
- We are currently investigating alternatives to GCSE, including Applied Learning Courses and curriculum support classes.

If, in exceptional circumstances, the school considers that a pupil needs extra resources then it may be agreed that the school will apply for an EHCP. The school will also support parents who wish to make an application for an EHCP.

- ❖ *How is the decision made about what type and how much support my child will receive? Who will make the decision and on what basis?*

The school's budget is used to provide the wide range of support outlined above. Students will have access to this support according to their needs. A decision about how much support is allocated is dependent on the level of need and impact of interventions. If a young person is the subject of an Education and Health Care Plan, we always ensure that statutory requirements are met (as a minimum).

- ❖ *Who else will be involved?*

We seek and follow guidance from other professionals working with the child/family and take on board the wishes and feelings of the young person and parents/carers.

- ❖ *How will I be involved?*

The student and his/her parents and carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps.

- ❖ *How does the school judge whether the support has had an impact?*

Progress is tracked throughout the year and lack of progress is followed through. Where a student is not achieving national indicators, staff meet to discuss the provision in place and make recommendations on any changes needed, including additional support or interventions needed. Parents will be advised on any recommendations. A number of support interventions will take place during the day.

- ❖ *How are parents involved in the school? How can I be involved?*

We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where students have an identified need, transition is usually extended, enhanced and bespoke and we involve parents as a source of expertise around the needs of their child.

There are regular parents' evenings to engage with subject and pastoral teams to review progress and set new targets. There will also be other opportunities to discuss and review a student's learning with the tutor during the termly APDR (Assess, Plan Do Review). Students with EHCPs have regular termly meetings or more frequent according to need. Parents are fully involved in Annual or Early Reviews of EHCPs. Parents and carers are represented on the governing body.

The Friends of St Dunstan's Group is run by parents and all parents are welcome to be involved - please contact the school for contact details of the Chair of the group if you would like more information.

Parents might also consider becoming a school governor; please contact the School Office for contact details of the Chair of Governors if you would like more information.

- ❖ *Who can I contact for further information? Who would be my first point of contact if I want to discuss something about my child?*

The first point of contact for all parents is the student's tutor. Parents can send brief messages via the student planner and for more detailed discussion can contact tutors by email or leave a message with reception for the tutor to phone them or make an appointment.

Students with EHCPs will have regular contact with their tutor that parents are able to liaise with on a regular basis.

- ❖ *Who else has a role in my child's education?*

Heads of Key Stage can also be contacted; they can liaise with specific subject teachers as required.

- ❖ *Who can I talk to if I am worried?*

Parents who wish to discuss a specific subject issue, should contact the subject teacher or Head of Faculty. For concerns around attendance, behaviour or student welfare, parents should contact our Pastoral Team.

- ❖ *Who should I contact if I am considering whether my child should join the school?*

Parents who are considering whether to send their child to St Dunstan's should telephone the school for information. If a student has an additional learning need, an appointment will be made for them to discuss this with the SENDCo once the initial meeting with the Head of Key Stage has taken place.

- ❖ *Who is the SEND Co-ordinator and how can I contact them?*

To discuss specific additional educational needs, parents should contact the SENDCo, Ms Kate Haden, her email address is SEND@stdunstansschool.com You may also telephone the school and an appointment will be made for you to meet with her.

Who could I contact if I need further support?

Educational Psychology Service, Tel: 01823 357000

Email: educationalpsychology@somerset.gov.uk

Web: www.supportservicesforeducation.co.uk/Services/3242

Twitter: @EPSomerset

Children's Autism Outreach Team (CAOT) Tel: 01823 357000

Physical Impairment and Medical Support Team (PIMS) is part of the SPOT (Sensory, Physical and Occupational Therapy) service

Tel: 01823 357000

Email: spotservice@somerset.gov.uk

SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Services)

Phone 01823 355578

Email SomersetSENDIAS@somerset.gov.uk

Website www.somersetSEND.org.uk

Traveller Education Services

Email ess@somerset.gov.uk

❖ *How can I make a complaint about the support provided for my child?*

We aim to develop close and mutually supportive relationships with parents/carers of children with special educational needs and ask that you contact us informally in the first instance if you wish to raise a complaint about the support provided by our school. Please contact our SENCo, Ms Kate Haden via email on SEND@stdunstansschool.com

If you remain aggrieved, please follow the formal complaints procedure as outlined in the Trust Complaints Policy:
[Link to MNSP Complaints Procedure](#)