

# East Riding Local Offer

## Education Provider Template

\*Please add N/A if any question is not applicable to you

<b>1. What are the following contact details for your setting/school/academy/college?</b> (Please provide contact name, telephone number and email address)			
	<b>Special Educational Needs Coordinator (SENCO)</b>	<b>Special Educational Needs (SEN) Governor</b>	<b>Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?</b>
<b>Name</b>	Elizabeth Evans	Louise Harte	<b>1<sup>st</sup> contact:</b> Class teacher or Inclusion Team
<b>Contact number</b>	01482 855279	01482 855279	<b>2<sup>nd</sup> contact:</b> Head of School
<b>Contact email</b>	elizabeth.evans@swanlandeducationtrust.co.uk		Mrs Karen Markham 01482 855279
<b>Address</b>	Dunswell Academy Beverley Road Hull HU6 OAD	Dunswell Academy Beverley Road Hull HU6 OAD	karen.markham@dunswellacademy.co.uk <b>3<sup>rd</sup> contact:</b> Chairman of Governors Joe Russell via the school 01482 855279
<b>2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?</b> At Dunswell, we believe that every pupil, regardless of any additional needs has the right to a broad and balanced curriculum. We consider it essential to value the individuality of each child and provide a personalised approach to support them to achieve their full potential.			
<b>3. Provide the link to the following policies on the website of the setting/ school/ academy /college</b> All relevant policies are on the school website (SEND- Include Me- Policies and Resources and Dunswell School Policies) <a href="http://swanlandeducationtrust.co.uk/dunswell-academy">http://swanlandeducationtrust.co.uk/dunswell-academy</a>			
<b>4. What is the standard admissions number?</b> How many Children and Young People do you have on roll? 98 children on roll How many Children and Young People have SEND? 15 children with an identified Special Educational Need How many Children and Young People have an Education, Health and Care plan? 4			
<b>5. How does the setting/ school/ academy /college:</b> <ul style="list-style-type: none"> <li>• <b>Identify and assess Children and Young People with SEND?</b> <ul style="list-style-type: none"> <li>➤ We track the progress of every child so that we can quickly identify any concerns.</li> <li>➤ We have termly meetings involving senior leaders and class teachers to look more closely at those children who have not made expected progress. This may lead to further assessments carried out by the Inclusion Team (Details of the inclusion team are in section 6) Appropriate measures are put in place to enhance the provision for these children.</li> <li>➤ If a class teacher or teaching assistant has a concern about a child, they do not need to wait for this time. At any time, they can alert the Inclusion Team who will work with the teaching team, you, the</li> </ul> </li> </ul>			

child and where relevant outside agencies to identify any issues and deal with them as quickly and effectively as possible.

- If you are worried that your child may have any **Special Educational Needs or Disability** you are encouraged to speak to the class teacher or to contact a member of the Inclusion Team. If we have any concerns we will contact you.
  - **Evaluate the effectiveness of provision for Children and Young People with SEND and assess and review progress of Children and Young People with SEND?**
- Wherever possible assessments are completed prior to an intervention and repeated following an intervention, this is so that the success can be monitored and adaptations made as necessary. You will be informed if your child is participating in an intervention and invited to discuss their progress once it has been completed.
- Children identified as having a high level of need, have a 'termly support plan' meeting. All key people are invited to attend and contribute to these. A key element of the meeting is evaluating the progress made and how effective the provision has been to enable this.
- Children who have an Education, Health and Care Plan have an annual review as well as the provision detailed above.
- All provision is recorded using the school's 'provision mapping' tool. This enables individual children's progress to be matched to the provision they have received as well as the progress of groups and cohort of children to be tracked and evaluated.
- We use Raise Online and Fisher Family Trust to compare the successes of our provision with other schools locally and nationally.

#### **6. Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?**

Each member of staff within school has a part to play in ensuring that your child has a happy and fulfilling school experience. We work collectively to ensure the best for our children. Every teacher in our school is a teacher of **SEND**. Your child's class teacher is responsible for the progress of your child and for their day to day provision. They will usually be your first port of contact. However we also have an Inclusion Team that you can contact.

Our Inclusion Team is made up of:

Miss Elizabeth Evans (Swanland Education Trust SENDCo)

Mrs Laura Noble (Dunswell Academy SENDCo Assistant)

Mrs Karen Markham (Dunswell Academy Head of School)

#### **7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?**

We use a number of interventions across the school to support children when extra support is needed. These include:

- Literacy support
- Numeracy support
- Memory development
- Fine motor skills
- Gross motor skills
- Speech and language development
- Concentration and sensory activities
- Social and emotional development

Each class has teaching assistant support, which is used creatively to enable all children to flourish. In addition to this, we have a number of TAs whom are available to support individuals or particular areas of need. All support is flexible and outcome focused.

We have a range of equipment and resources which enhances provision for children. This includes:

- Recordable devices
- Pencil grips
- Tangle toys
- Colour overlays for reading
- Hudls
- Sloping desks
- Wedge cushions
- Special pencils and pens
- A range of specialist scissors
- Numicon
- Weighted cushions

**8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?**

One page profiles are created with the child. These provide an overview of the child's strengths, needs and relevant support strategies. These are shared with staff and are kept in a folder in each classroom. When relevant, individual medical care plans are written and kept in a care plan file. Supply staff are made aware of the file. The senior mid-day supervisor and office staff also hold a copy. Staff meetings are used to share key information and any important changes to children's needs.

We work very much on an individual basis, working closely with you as parents and any outside agencies involved ensuring all relevant information is shared. There are strong transition arrangements. Many parents choose to meet with the new class teacher to share relevant information prior to the start of a new year. There are planned meetings between existing and new teachers in order to transfer information. There is further information on transition arrangements in section 18.

**9. How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?**

In the first instance, your child's class teacher will discuss your child's progress and any additional arrangements which are being made to support your child. You will be able to discuss this further with a member of the Inclusion Team at any time. To arrange this you can ring, email or ask in person at the school office. If your child is participating in a specific intervention, once completed you will be contacted to discuss the progress that your child has made and be informed of any future plans to support your child. In addition to this, please remember that we operate an 'open door policy'; you are welcome to meet with your child's class teacher or a member of the Inclusion Team at a mutually convenient time. We are happy to provide you with strategies to support the work going on in school at home.

**10. How is support allocated to Children and Young People?**

Support is allocated following the assessment procedures outlined in section 5. We also act on advice from outside agencies. For children with an Education Health and Care Plan, the document as well as the 'termly support plan' meetings, drive the support. All support is focused on achieving outcomes for children. We use the following questions to help us focus support:

- What do we want the child to achieve with the next term / year?
- What support will enable the child to achieve this?
- What services / resources could support this in happening?

All support is documented and tracked using the school's 'provision mapping' tool.

**11. How does support move between the key stages?**

Support is allocated on a basis of need and is transferable between key stages if it is still considered to be the most effective means of supporting a child to achieve their outcomes. All support is reviewed regularly.

**12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?**

We work closely with a number of outside agencies including:

Educational Psychologist

Speech and Language Therapist

Inclusion Practitioners (working with individuals who have social communication difficulties)

**CAMHS**

School nurse

Sensory and Physical Teaching Service (supporting individuals with physical needs, hearing and sight impairments)

Physiotherapist

Children's Centre (offering support for families with children under 9)

Youth and Family Support Service (offering support for families over 8)

Parent Partnership (offering independent advice to families)

Young Carers

KIDS/ FISH / Look Ahead

Occupational Therapist

Northcott Outreach Service (offering support for children with Autistic Spectrum Conditions resident in Hull)

### **13. What training have staff received to support Children and Young People with SEND?**

#### **All staff (provided internally)**

- The new **SEN Code of Practice**
- Interventions to support children with **SEND**
- Understanding Dyslexia
- Precision teaching
- Writing **SMART** outcomes

#### **All staff (provided by external agencies)**

- **LEGO** therapy
- Numicon training
- Understanding anxiety
- Attachment training
- The **TEACCH** approach
- **TEAM Teach**
- Language in Colour

#### **Training that has been accessed recently by one or more members of staff:**

- Using **Social Stories**
- Making **Sense of Autism**
- Supporting Children with **Down Syndrome** – a range of courses supporting each aspect of the curriculum
- Working with **Speech Difficulties**
- **Advanced Signing**
- **Makaton Signing**
- **Friends Social Group** training / **Time to Talk**
- **Conquering Challenging Behaviour**
- **Autism Theory**
- **Clicker Training**
- **Early Literacy Support**
- **Further Literacy Support**
- **Reciprocal Reading**
- **Toe by Toe** – **Dyslexia support**
- **Professional Learning Support**

- Talk Boost
- Speech and Language training
- Talk for reading

**Training Accessed by our SENDCo:**

- National SENCo Award
- CAF training/ Early help assessment
- SENDCo conference/ Forum
- Social Story Training
- Anger Management
- Identifying and Supporting Pupils with Dyslexia
- Identifying and Supporting Pupils with Dyscalculia
- Numicon training
- OSIRIS The Future of SEN 2014
- NASEN Helping Everyone Achieve
- NASEN SEN Code of Practice Implementation Conference
- Co-ordinated Assessments and Education, Health and Care Plans
- TEAM Teach training
- RAISE: Managing Data Day to Day
- Monitoring of SEN and Vulnerable Pupils
- Working with children who have Down Syndrome in Foundation, KS1 and KS2
- Using the Boxall profile

**14. How will teaching be adapted for a Child or Young Person with SEND?**

Class teachers plan lessons according to the specific needs of all children in their class, they use a variety of groupings, learning styles, a range of activities and resources to support children in making progress. They are creative with the use of teaching assistants to ensure that children are supported effectively, whilst still developing independence. In addition to this, if your child is receiving an intervention, the class teacher will be aware of their targets and will ensure that there are opportunities for overlearning these in the classroom. Children identified as having an SEND have a 'termly support plan'. This will specify the next steps for the child and how and when these will be achieved. The teacher will ensure that the actions from the TSP are built into the classroom provision.

**15. What support is available for parents/ carers of a Child or Young Person with SEND?**

We believe that working in partnership with parents / carers is essential if we are going to do the best for our children. Parents / carers of all children in school are invited to a parents' consultation in the Autumn and Spring Term. In the summer term you will receive a written school report and are given the opportunity to meet with the class teacher if you want to discuss the content of the report. In addition to this, throughout the year you may be invited into your child's class to experience some of the learning or events that your child participates in. Every class provides at least one parent's information sessions in the evening. On the school website, every class has their own page where they post information and photographs of their learning experiences. Many parents choose to volunteer either on a regular basis or for special events.

We operate an 'open door' policy. This means that we welcome you to phone, email or come in to meet with us at school as often as you feel is helpful. You are also invited to all significant meetings regarding your child.

If your child has **Special Educational Needs**, you will also be invited to a termly support plan meeting where you can contribute to discussions on their strengths, needs, the desired outcomes and the strategies and resources which will be used to work towards these.

We host termly parents '**Coffee and Chat**' sessions. These provide an opportunity for parents / carers to chat together, as well as members of the Inclusion Team. The focus of each session comes from suggestions made by parents.

We have a termly newsletter, which is put together by the Inclusion Team. It provides minutes from the **Coffee and Chat** session, a spotlight on one member of staff, a review of a website/resource and information on any training available.

We have worked with parents and outside agencies to build an Inclusion website called '**SEND- Include Me**'. The website can be accessed from a link on our main school website. It provides parents with information about **SEND** at the academy. It provides more information about our interventions and resources that we use. Parents can look at key documents that we use at our school and gain a better insight into what they are for. Parents can use this website to gain resources to use at home and to send a message to the Inclusion Team if they would like to.

**16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?**

Our school site is on one level. There is ramp access via the main door. We have an accessible toilet. All doors are large enough to enable wheel chair and scooter access. We ensure that resources are at a level that are accessible to children. We make reasonable adjustments to meet the needs of individuals.

**17. What facilities are available for Children and Young People with SEND on the setting/ school/ academy /college site e.g. special quiet room, lunchtime club?**

We are a small school on a small site; consequently space has to be used creatively and flexibly to meet the needs of all of our children. We use spaces, the mobile classroom and staff room to enable much of our intervention work. We offer a lunchtime club. This is for invite only and primarily supports children who find lunchtimes challenging. It promotes social skills and interaction.

**18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)**

When joining Dunswell Academy in the Foundation Stage, we have a full induction programme:

- We have a good relationship with the feeder nurseries and whenever possible will have visited the nurseries before the children start
- A member of the Inclusion Team will also visit individual children, if it is felt that this would be beneficial
- For children where there are multi-agency meetings planned, a member of the Inclusion Team will endeavour to attend
- The Foundation Stage teacher conducts home visits
- All children receive a starting school book
- The children are invited in to school for an afternoon during the summer term
- Additional arrangements can be made on an individual basis
- Parents and Carers are invited to a '**Meet and Greet**' evening during the Summer term
- A Phonics and Reading meeting is held in the Autumn term to inform Parents and Carers about the teaching of Literacy at Dunswell

When children are moving between year groups:

- Children with additional needs create a 'one page profile' which contains information that they feel their new teacher should know about them. This is then given to their new teacher.

- Children with additional needs have an opportunity to prepare questions that they have about the change and are given opportunities to find out the answers.
- Children are asked to take messages to the new teacher, to create opportunities for them to familiarise themselves with the teacher and area of school.
- Children take excellent work that they have produced to show their new teacher.
- When relevant, children are given a book of photos of their new room, key staff, the cloakroom and toilets to share at home over the summer holidays.
- We have a 'move around' morning in the summer term, where all children will spend some time in their new classroom and meet their new teacher
- Transition meetings are held between school staff, parents and carers to discuss arrangements for the following term

When children are transferring to secondary school:

- The **SENDCo** from the secondary school is invited to 'termly support plan' meetings for all children in year five and six.
- There are a number of visits to the secondary schools we feed to and staff from these schools visit the children in year five and year six.
- We arrange additional transition visits for children whom it is felt would benefit from this.
- We have a resource pack which explores 'moving to secondary school', we use with individuals as and when it is relevant.
- Individual transition arrangements are made according to the child's needs during the 'termly support plan' meetings.

When a child with **SEND** is transferring to Dunswell at any other point in their education:

- We will make contact with members of staff from the current school.
- Where possible we will visit the setting the child is coming to us from.
- Depending on the level of need the child has, we may hold a meeting to look at arrangements to support the child's inclusion.
- We will provide the child with a 'buddy' to support their transition.
- Their 'buddy' will show them around the school and be there for them during social times.