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## **Dunswell Academy's Response to the Local Offer**

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<b>Related Documents:</b>	<b>Inclusion and Protected Characteristics Policy</b>

<p><b>1. What are the following contact details for your setting/school/academy/college? (Please provide contact name, telephone number and email address)</b></p>			
	<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	<b>Louise Harte</b>	<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		Miss Alison Oxtoby 01482 855279
<b>Address</b>	Dunswell Academy Beverley Road Hull HU6 0AD	Dunswell Academy Beverley Road Hull HU6 0AD	alison.oxtoby@dunswellacademy.co.uk <b>3<sup>rd</sup> contact:</b> Chair of Governors Joe Russell via the school 01482 855279
<p><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></p> <p>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.</p>			
<p><b>3. Provide the link to the following policies on the website of the setting/ school/ academy /college</b></p> <p>All relevant policies are on the school website  <a href="http://swanlandeducationtrust.co.uk/dunswell-academy">http://swanlandeducationtrust.co.uk/dunswell-academy</a></p>			
<p><b>4. What is the standard admissions number?</b></p> <p>We have 92 children on roll  14 children have an identified Special Educational Need  6 children have an Educational Health and Care Plan</p>			
<p><b>5. How does the setting/ school/ academy /college:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify and assess Children and Young People with SEND?</b></li> </ul> <p>➤ We track the progress of every child so that we can quickly identify any concerns.</p> <p>➤ 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 for the Inclusion Team are in section 6). Appropriate measures are put in place to enhance the provision for these children.</p> <p>➤ 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 child and where relevant outside agencies to identify any issues and deal with them as quickly and effectively as possible.</p> <p>➤ If you are worried that your child may have any Special Educational Needs or Disabilities 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.</p>			

- **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 provisions 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 cohorts of children to be tracked and evaluated.
- We use Analyse School Performance 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.

Our Inclusion Team is made up of:

Miss Elizabeth Evans (Swanland Education Trust SENDCo)

Mrs Laura Noble (Deputy SENDCo)

Miss Alison Oxtoby (Head of School)

Mrs Gillian Fountain (SENDCo Admin Assistant)

We work very closely as a team and any one of us would be happy to talk to you about your child and to further explore with you what we can offer as a 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:

- Laptops, tablets and Ipads and a range of software
- Recordable devices

- Sloping desks
- Wedge cushions
- Pencil grips
- Tangle toys
- Coloured overlays
- 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 may 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' tools.

**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, 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
- FISH – Look Ahead
- KIDS
- Occupational Therapist
- Paediatrician

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

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

- Supporting children with Autism level 1 and 2
- Supporting children with maths difficulties
- Numicon training
- The Equality Duty
- Dyslexia training
- Attachment Training
- Lexia training for teachers

**All staff (provided internally)**

- Dyslexia training
- The new SEN Code of Practice
- Interventions to support children with SEND
- Phonic Training
- CLIC (maths)
- Writing SMART outcomes
- Lexia training

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

- Using Social Stories
- Supporting Speech and Language Development in the early years
- TEAM Teach
- Early Help Assessment Training
- Teaching Children with Autistic Spectrum Difficulties
- Talk for Reading
- ELSA (Emotional Literacy Support Assistant) training
- APPs, iPads, Management and Learning
- Write Away Together
- Developing Good Phonics Understanding
- Positive Behaviour Management
- Person Centred Transfer Review
- Accelerated Language Learning Using Phonics
- Raising Attainment in Spelling
- Language in Colour – Speech and Language
- Lego Therapy
- TEACCH approach
- Making Sense of Autism

- Friends/ Social Group training
- Talk Boost
- SaPTs – Promoting the inclusion of children with visual difficulties
- SaPTs – How to ensure inclusion in PE
- SaPTs – Moving and Handling Training
- Helping Dysfluent Children in the Classroom
- Types of hearing loss and strategies to promote inclusion
- ELSA – Anxiety Training
- Autism – Managing Anger
- Supporting children with speech, language and communication needs

**Training Accessed by our Inclusion Team:**

- National SENCo Award (completed by both our trust SENCo and deputy SENCo)
- Early Help Assessment (completed by both our Head of school and SENDCo)
- Supporting and Understanding Children with ADHD
- Social Story Training
- Anger Management
- Identifying and Supporting Pupils with Dyslexia
- Numicon training
- NASEN Helping Everyone Achieve
- NASEN SEN Code of Practice Implementation Conference
- Co-ordinated Assessments and Education, Health and Care Plans
- Strategic Leadership of SEND
- TEAM Teach training
- A Whole School Approach to Improving Access, Participation and Achievement
- RAISE: Managing Data Day to Day
- Monitoring of SEN and Vulnerable Pupils
- SENCo Forum
- Attachment Theory and Beyond
- Person Centred Transfer Reviews
- Speech and Language Support
- SENCo Conference
- Making Sense of Autism
- Friends/ Social Group training
- Talk Boost
- Person Centred Transfer Reviews
- Precision Teaching
- Dyspraxia through the ages
- Emotional Health and Wellbeing Services for Children and Young People
- Clicker
- Supporting children and young people's social and emotional development to facilitate good mental health

**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 year group provides at least one parents' information session in the evening. On the school website, every year group 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. Classes also share their learning experiences via **Seesaw**.

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 with 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 **SENDCo**. 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/ carers and outside agencies to build an inclusion area on our website "**SEND-Include Me.**" This 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 and 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 is accessible to children. There are hand rails for use by children in one of our toilets. All staff have had training on making the classroom accessible for children with **Dyslexia**. 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 the mobile classroom, staffroom and wooden cabin to enable much

of our intervention work. For children in KS1 and KS2 we have a range of planned activities for five lunchtimes a week, which are run by a play leader and supported by year five and six children. We offer Sensory Circuits every morning before school. This is a physical intervention which supports children to be ready to learn and often increases children's eagerness to arrive at school! We use a number of interventions across the school to support children when extra support is needed. There are a number of extra-curricular clubs which are open to all children in set year groups.

**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 nursery 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

When children are moving between year groups:

- Children with additional needs create a 'passport' 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. Children also use iPad Apps to support creating books together. The children are involved in this process.
- 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. There are additional transition visits for Key Stage One children.
- Teachers visit the classes they are going to receive in the following academic year to familiarise themselves with the children.
- Individual transition packages are created for children whom it is felt would benefit from this.

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 local secondary schools and members of the secondary schools visit the children in year five and year six.
- There are extra transition visits to the local secondary schools 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.