



LEAP MULTI-ACADEMY TRUST:
DINNINGTON HIGH SCHOOL
SEND INFORMATION REPORT
2018-19

Policy Author	Trust Director of SEND
Date Last Reviewed	November 2018
Trust Key Reader	GB
Approved by Trust Board	13.12.18
Review Date	September 2019

1. Introduction

- 1.1 Dinnington High School is a mainstream school. We gained Academy status in February 2015. The proportion of students known to be eligible for free school meals is above the national average. The proportion of students from minority-ethnic groups is below the national average.

Ethos for working with students with SEN:

We believe that every teacher is a teacher of every child, including those with special educational needs, and that the role of the ENGAGE department is to work inside and outside the classroom to support students to ensure they reach their potential and are fully included in all activities.

Trust Director of SEND (SENDCo): Mrs H. Cook National Award for SEN: Completed

Deputy Director of SEND (SENDCo): Mrs W Jenkins National Award for SEN: Completed

CONTACT DETAILS: 01909 550066

- 1.2 The line-manager of this area of our work is Ms D Elsdon, who is the SEN advocate within the Senior Leadership Team.
- 1.3 The DHS Academy Ambassador with responsibility for Special Educational Needs is Mr David Farrah.
- 1.4 The Trustee who acts as the Trust's nominated SEND Lead is Mr Greg Burke.

2. SEN Cohort

- 2.1 The Academy SEN cohort as at November 2018 comprised:-

K (Receiving SEN Support)	103 students
Statement or Education, Health and Care plan	16 students
Monitored at 2- QFT with some Achievement support	23 students

3. How do we Know if Your Child Needs Extra Help?

- 3.1 Using information about each child from their primary school, targets are set for new entrants to the Academy. We track your child's progress towards these targets at regular intervals throughout the year. If your child is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.

- 3.2 Indicators we may use to identify difficulties with accessing learning are:-
- **Significantly slower progress than that of their peers starting from the same baseline**
 - **Failure to match or better the child's previous progress**
 - **Failure to close the attainment gap between the child and their peers**
 - **A need for outside agency involvement**
 - **A need for an Education, Health and Care Plan.**
- 3.3 If a child is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.
- 3.4 The first response is high quality teaching targeted at areas of weakness. Where progress continues to be slower than expected, the class or subject teacher, working with the SENDCo, will assess whether the child has a special educational need. We may then provide extra teaching or rigorous interventions designed to secure better progress as appropriate. At the point where a student is receiving an intervention or additional SEN support, he/she will be placed on the Academy's SEN monitoring register. A student's response to such support can help to better identify their particular needs.
- 3.5 At all stages of our work with students, the teacher is responsible and accountable for the progress and development of the students in their class. This includes where students access support from teaching assistants or specialist staff.
- 3.6 When considering whether a student should be placed on the SEN register, teachers and the SENDCo consider all of the information gathered from within the Academy about a student's progress. We view this in light of national data and expectations of student progress.
- 3.7 During this process, the ENGAGE department will use accurate formative assessment and early assessment materials as a guide in the decision making process.
- 3.8 We use the Lucid Exact screening tests (reading, spelling and handwriting) for all students on entry to Year 7 to ensure that students are able to access the curriculum.
- 3.9 We also use baseline tests in English and Maths for all students entering the Academy without a SATs level from their primary school.
- 3.10 Further testing is carried out on any students who are identified as having issues in these areas.
- 3.11 A student is placed on the SEN register following work by staff in the Academy that involves the work with the student being planned within the following cycle:-
- Assess-** The student's learning problems are investigated; observations and standardised tests may take place
- Plan** - Support or intervention is planned
- Do** - The support or intervention is carried out with the student
- Review-** The support or intervention is evaluated and it is decided whether to continue on the 'assess, plan, do, review' cycle or whether at this point quality first teaching would be sufficient to meet the student's needs.
- 3.12 When a student is displaying a higher level of need, the Academy draws on specialised assessments from external agencies and professionals, eg, CAMHS (Child and

Adolescent Mental Health Services), Educational Psychologist, Hearing Impaired Service, ACT (Autism Communication Team), Visually Impaired Service and Speech and Language Therapy services.

- 3.13 The needs of students on the SEN register are met by the ENGAGE Support team. This team draws together expertise from staff with different backgrounds to ensure that the support provided for students is holistic, well planned and best meets their needs in the classroom. Working closely with pastoral teams (Achieve), we hope that support will be effective and ultimately raise the academic progress of all students who require it, including those with an identified special educational need.
- 3.14 **Most students** with SEN are monitored by the Student Development department through our normal Academy systems. The department looks at the Assessment Point Reports (APs) of all students and works closely with departments to identify those students who require extra support. Those students who have been identified by class staff, on entry from primary school or by an outside agency as having additional needs that fall under the SEN criteria are recorded on our data management system as having an 'identified need'.
- 3.15 **Some students** with SEN are identified as requiring additional support outside of the classroom to support them in making expected progress. This may be additional academic support, emotional support, or support with their social presentation. These students will be allocated a lead worker, a named person to support them in all areas. They will also have a Learning Support Plan. This is a person-centred plan that highlights to staff how the student can be best supported and has targets that a student should meet to enable better progress in school. The lead worker supports them in meeting these targets which should be planned and reviewed at least 3 times a year. All work is overseen by a member of the Student Development team. These students are recorded on our data management system as receiving 'in school provision'.
- 3.16 **A small number** of students with SEN are receiving intensive support in school or have an Education, Health and Care Plan. They may also be working with an outside agency, eg, CAMHS. These students have a lead worker and a Learning Support Plan and will be receiving a large amount of support from the Student Development Faculty. The lead worker supports them in meeting the targets set which should be planned and reviewed at least 3 times a year; targets set should link to the targets set in the EHC (if applicable). All work is overseen by a member of the Student Development leadership team. These students are recorded on our data management system as 'K - receiving SEN support' or as 'E - Education, Health and Care Plan'.
- 3.17 In all cases the lead worker is responsible for completion of Learning Support Plans and for meetings with parents. They are supported in this work by pastoral and departmental staff and the SENDCo. Departmental staff are responsible for evidencing progress towards the outcomes through the school AP cycle.
- 3.18 The placement of students in this system is overseen by the SENDCo and is reviewed termly. Students can be added outside a termly review cycle if this is appropriate.
- 3.19 The level of provision for students with SEN is outlined in the school's local offer: www.rotherhamsendlocaloffer.org.

4. How do we Assess and Review Progress and the Effectiveness of the Provision Received for Students with Special Educational Needs?

- 4.1 We monitor the quality of the provision received by all pupils (including those with SEN) as part of the Academy's Quality Assurance after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes.
- 4.2 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress.

5. How do we Communicate This Information to Parents/Carers?

- 5.1 All assessment data is shared with parents/carers by posting home the results of assessments. This data includes targets, the current level of working and progress towards these targets by using a colour-coded system where green is "on track" or "above" and red is "below target". We also give an indicator of engagement with learning. All parents/carers are invited to attend an annual parents' evening to discuss their child's progress with individual subject teachers. Pastoral staff have an overview of all students' data and are available to discuss any academic concerns following publication of this information.
- 5.2 Parents/carers of students identified as having a special educational need are informed of the support or intervention their child has received on a regular basis.
- 5.3 Learning is planned by individual departments to meet the needs of all students. Departments follow Schemes of Learning that differentiate between the needs of different learners to ensure that progress is made at the required level by all. The learning in the Academy is supported by parents/carers, ensuring that independent tasks and homework are completed to a good standard and that their child is equipped and ready to learn each day.

6. How will the Academy Support my Child?

- 6.1 Quality first teaching is expected from all teaching staff to meet the needs of learners. Whilst some lessons are in mixed ability groupings, others are "setted" to help staff tailor lesson delivery.
- 6.2 Additional intervention cannot compensate for a lack of good quality teaching and we believe that the key characteristics of quality first teaching can be summarised as:-
- Highly focused lesson design with clear outcomes
 - High levels of students' involvement and engagement with their learning
 - High levels of interaction for all students
 - Appropriate use of teacher questioning, modelling and explaining
 - An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
 - An expectation that students will accept responsibility for their own learning and work independently

- Regular use of encouragement and authentic praise to engage and motivate students.

6.3 Within some classes, additional adults are deployed to assist the teacher and support students to make expected progress. Progress is monitored through the assessments as mentioned above.

6.4 We make reasonable adjustments to adapt the curriculum and learning environment to meet the needs of students. Where deemed appropriate, a student may be withdrawn from mainstream lessons to participate in individual or small group intervention strategies, eg, for those who are not secondary ready, participation in extra literacy support through the Read Write Inc/Lexia programme or the Mathletics programme for numeracy. Where a student needs particular support to access the curriculum, we work with outside agencies to support staff in their delivery, eg, the Visually Impaired Service may lead bespoke training for the staff of a particular student.

6.5 In Years 10 and 11, the SENDCo works alongside pastoral leaders to ensure needs are met and students follow appropriate courses to achieve positive outcomes, to aid transition into post-16 and prepare students for adulthood. The nature of these courses means that students have high levels of teacher input in small group situations. We will also carefully consider rooming issues for students with physical disabilities and make reasonable adjustments where resources allow.

6.6 The curriculum is adapted to support students with SEN on a bespoke basis. For school year 2018/2019 it was adapted in the following ways:-

Year 7	<ul style="list-style-type: none"> • Some students (depending on need) are removed from MFL to complete extra literacy and "Read, Write Inc Fresh Start" • Some students accessing short term specific interventions for reading comprehension and spelling • Maths "Mathletics" intervention is available for a targeted cohort number • Maths Nurture Group supported for lowest ability students • Maths afterschool club available for targeted cohort • Lexia sessions are carried out in form time
Year 8	<ul style="list-style-type: none"> • Some students (depending on need) are removed from MFL to complete extra literacy • Some students accessing short term specific interventions for reading comprehension and spelling • Lexia sessions are carried out in form time
Year 9	<ul style="list-style-type: none"> • Small bespoke provision for a small number of SEN students • Lexia sessions are carried out in form time
Year 10	<ul style="list-style-type: none"> • Small group English GCSE group • Vocational options • Exam access support
Year 11	<ul style="list-style-type: none"> • Vocational options • Exam access support

6.7 Through tracking systems, students are identified as possibly needing access arrangements for public examinations and testing is carried out for such students. Where they qualify, arrangements are put in place for controlled assessment tasks as well as final examinations. ENGAGE staff also work with such students to help them make the best use of the support, eg, practise using a scribe or listening to a reader.

6.8 We employ the following support to care for and monitor your child during the Academy day:-

- **Pastoral staff:** Each child has a form tutor who is their key pastoral contact in the Academy. This person is supported by a Year Leader. ENGAGE support staff work alongside the pastoral team to support with behavioural or mental health concerns.
- **Attendance staff:** This team of staff supports students in many ways to ensure good attendance. They work closely with the pastoral team to ensure that any issues are dealt with swiftly to ensure limited impact on a student's academic progress. Where required, they work with the Early Help Team to support good attendance.
- **ENGAGE Co-ordinator:** The ENGAGE Co-ordinator ensures that the Academy has access to all care plans and procedures recommended by other professionals. The SENDCo liaises with and works alongside the School Nursing Team and other external health professionals to ensure that where a student has medical and SEN needs these are met in a cohesive manner, eg, a joint health and learning plan may be written.
- **ENGAGE Support staff:** Led by the Student Development Team, these staff work with students with additional learning needs in many ways, through in-class support, 1:1 programmes, literacy and numeracy withdrawal and through mentoring and bespoke support programmes for behavioural, emotional and mental health concerns. All support is strategically planned by the Student Development team in discussion with curricular and pastoral staff.
- **Specialist services:** We commission/work alongside the services of the following outside agencies as appropriate-

Agency	Contact details
HI (Hearing Impaired) Service	Pete Billam 01709 336412
VI (Visually Impaired) Service	Donna Corn-Morris 01709 336415
ACT (Autism Communication Team)	Lianne Morewood and Josey Bryant 01709 336422
Jonathan Middleton is commissioned by DHS to provide Educational Psychology services; statutory provision is provided by Rotherham LA.	Should be contacted via the SENDCo on 01709 828383. For statutory services DHS's LA EP is Amy Turner
School nursing service for any medical concerns	School Nursing Service 01709 423387
Mental health counselling	Should be contacted via the SENDCo on 01709 828383 Internal trained counsellor on site for two days a week
Rotherham SALT service (Speech and Language Therapy) for SLCN (speech, language and communication needs) concerns.	Anna Brett 01709 423230

7. What Training Have Staff had for Supporting a Child with SEND?

7.1 All staff have received training in working with students with SEND. This is part of our ongoing training programme.

7.2 Specialist training in which staff have participated over recent years includes:-

- Safeguarding and Safer Recruitment training
- Thrive and Theraplay training
- Read, Write Inc Fresh Start
- Graduated response to SEND from Rotherham learning support services
- In-house programme of training for types of SEND
- ELSA – Emotional Literacy Support Assistant

7.3 Staff members who hold key responsibilities within the ENGAGE department for pupils with additional needs in the Academy are:-

- Mrs H Cook – who holds key responsibility for the support of those learners with learning difficulties & those requiring support due to behavioural and social issues.
- Mrs H Cook and Mrs Bradshaw are also trained attachment leads in schools, they oversee the work that staff undertake with students who have diagnosed or perceived attachment needs.

8. How Accessible is the Academy both Indoors and Outdoors?

8.1 We pay due regard to the Disability Act and use best endeavours to ensure that our site is accessible to all. Alongside this document is our Accessibility Plan which outlines the action plan in this area. We look at provision for all students on an individual basis, subject to available resources. The following are examples of actions taken to support some students:-

- Bespoke rooming to ensure accessibility to all areas of a student's timetable
- Some specialist equipment and furniture have been purchased as required
- Equipment and modification of site has taken place for visually impaired students including the modification of steps to ensure they are visible
- User-friendly documents for parents with an additional need or a requirement for documents in a different language
- Lifts are available in newer buildings for students with physical disabilities
- Disabled parking bays are available in both the staff and visitor car parks
- Support on visits, including residential visits, to ensure that SEND students are included in activities outside the curriculum

9. How are Parents Involved in the Academy?

'We **must** have regard to the views, wishes and feelings of the young person, and their parents'

DfE Draft SEN Code of Practice p 12

The statement above is from the new SEN Code of Practice that was implemented by all schools to support students with SEN, from September 2014.

- 9.1 We wholeheartedly agree with this statement and are keen for our partnership with parents and young people to be at the heart of what we do when supporting the learning of those with additional needs in our Academy.
- 9.2 Our aim is to successfully engage with parents/carers and make them feel involved in the decisions we make to support students throughout their time at Dinnington High School.
- 9.3 Parents/carers are invited into the Academy at least once a year at a parental consultation evening to discuss their child's progress in all areas. Further to this, parents/carers can arrange to meet key staff by appointment if they have concerns.
- 9.4 Other opportunities to meet and discuss issues with Academy staff take place at key times in a child's education:-
- Transition from primary school
 - Transition between Key Stages: KS3 to KS4, and KS4 to KS5
 - Options evenings
 - Preparation for some school trips
 - By arrangement, following APs to discuss any concerns with pastoral staff
 - Parents/carers of students who are receiving SEN support within the Academy including those with a statement or Education, Health and Care plan are invited into the Academy on at least 3 occasions within the school year when targets are set and progress towards them is discussed. This meeting is with key staff involved in the support of the young person, either the SENDCo, member of the ENGAGE support team who works closely with a student (lead worker), or a key member of pastoral staff
 - ENGAGE support staff are involved in other meetings in the Academy for those students with additional needs, eg, early help planning meetings, multi-agency meetings, looked after children reviews, pastoral reviews. Parents/carers can request our presence at any meeting that they are invited to and, if appropriate, we will attend or send a report in lieu of attendance.

10. How are Young People with SEN Involved in Decisions about their Education?

- 10.1 All students are invited to put their views forward about how they are best supported in the Academy. They are invited to attend any meetings to discuss their SEN and progress in the Academy and given an opportunity to state their point of view if this is not possible or is not their wish.
- 10.2 If specialist services or further referrals are made, the young person's views are always sought and their wishes considered prior to a referral being made.
- 10.2 If a student is deemed as requiring extra support in exams, an application for support will only be made if the young person agrees that this will be appropriate to meet their needs.

11. What should a Parent/Carer do if they are Concerned Regarding the Provision their Child Receives?

- 11.1 All general concerns should be through the child's class teacher or form tutor who will work with their Head of Department/Year Leader to ensure any concerns are addressed in a timely fashion.

- 11.2 If the concern is regarding the provision for a child's SEN then concerns should be raised with Hilary Cook, Trust Director of SEND or Julie Twiss (Head of ENGAGE).
- 11.3 If parents/carers feel that their concerns are not dealt with to their satisfaction, they should contact the Vice Principal, Ms D Elsdon.
- 11.4 If parents/carers remain concerned about any aspect of the provision for their child's education, they should approach a member of the Senior Leadership Team or the CEO/Executive Principal. If, ultimately, no satisfactory conclusion can be reached, it may be necessary to follow the Trust/Academy's complaints procedure.

12. Involvement of Other Bodies in the Academy to Support Students with SEN

- 12.1 In order to support students in the Academy, we commission many services from outside the school community and equally have trained staff in the Academy who provide services for students with SEN. These are outlined below:-

Commissioned from outside school or provided by outside agencies

- ASC support provided by the Autism Communication Team (ACT)
- Educational Psychology support provided by Jonathan Middleton and Rotherham LA, Amy Turner (for statutory provision)
- Health care support provided by the School Nursing Service
- Hearing impaired students are supported by the Hearing Impaired (HI) Service
- Drama Therapy from Rachel Dawson
- Visually impaired students are supported by the Visually Impaired (VI) Service
- Students requiring speech and language therapy are supported by services provided by the local Clinical Commissioning Group
- Students requiring mental health support are supported by services provided by the local Clinical Commissioning Group
- We also work within the South Partnership SEMH group with support from other schools with pupils with SEMH difficulties.

Staff trained within the Academy

- Key staff are trained in Thrive and Theraplay
- Key staff are registered with the British Psychological Society to carry out psychometric testing and apply to JCQ for exam access arrangements
- Key staff have relevant qualifications to work with young people with mental health concerns

13. Who should Parents/Carers Contact about any Concerns Regarding their Child's Special Educational Need?

- 13.1 Many people have a role in a student's education at Dinnington High School and all staff will be happy to help parents/carers with any concerns they have either educationally, socially or in the home setting.
- 13.2 If a parent/carer is worried about their child, they should in the first instance contact the **student's form tutor or class teacher**.
- 13.3 Further support can be sought from the following:-
- Vice Principal: Ms D Elsdon
d.elsdon@dinningtonhigh.co.uk

- SENDCo/Trust Director of SEND: Mrs H. Cook
h.cook@dinningtonhigh.co.uk
- Head of ENGAGE: Mrs J Twiss
j.twiss@dinningtonhigh.co.uk

13.4 These staff can signpost you towards the most appropriate person to support the young person with your particular concern.

13.5 All staff can be contacted via either the Academy's switchboard on 01909 550066 or Academy's email: info@dinningtonhigh.co.uk.

14. How will Dinnington High School Support Young People in Transitions to the Next Stage of their Education or Life?

14.1 Dinnington High School believes that all transitions are supported but have many elements that are bespoke to the young person and their needs at that particular time.

15. Transition from Primary School to Dinnington High School

15.1 All students:-

- Visits to Dinnington High School
- Transfer of academic information from primary school
- Opportunities to meet key staff from Dinnington High School and discuss concerns/support required
- Key staff visits to primary school
- Baseline testing in reading, handwriting and spelling.

15.2 SEN students/students with additional needs:-

- Bespoke visits to the school
- Liaison between primary and Dinnington High School from a named member of staff

16. Transition from Dinnington High School to Post-16 provision

16.1 All students:-

- Visits to other post-16 provision (if appropriate)
- Taster sessions of post-16 provision at Dinnington High School
- Support from pastoral and careers staff to make a UCAS application for further study
- Transfer of academic information between Key Stages or providers
- Testing of extra district students

16.2 SEN students/students with additional needs:-

- Bespoke visits to post-16 provision
- Support from ENGAGE/Pastoral staff with applications to post-16 provision
- Transition passport (if required)
- Transfer of information regarding support provided for assessment and exams

17. Transition from Dinnington High School to Further Education

17.1 All students:-

- Visits to further education providers and careers events
- Support from pastoral and careers staff to make a UCAS application for further study
- Transfer of academic information

17.2 SEN students/students with additional needs:-

- Bespoke visits to FE providers
- Support from ENGAGE/Pastoral staff with applications to FE if required
- Transfer of information regarding support provided for assessment and exams

18. Transitions within Key Stages and year groups at Brinsworth

18.1 All students:-

- Transfer of academic information between key staff (if required)

18.2 SEN students/students with additional needs

- Transition book (if required)
- Descriptions of additional needs, to ensure all staff are informed of need and have strategies to address a student's need.

19. Where can the Academy's Proposed Provision for SEN Students' be Viewed?

19.1 Although we are an Academy and therefore outside of LA control, we contribute to Rotherham LA's Local Offer for SEN students.

19.2 Our contribution to the LA's Local Offer can be viewed at www.rotherhamsendlocaloffer.org.