

Dunbury Church of England Academy

SEND Parent Information Report 2024-25

Throughout the past year Mrs Richardson (Inclusion Manager) has been responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at Dunbury Academy, browse through the report below, have a look at our SEND Policy (<http://www.dunbury.dsat.org.uk/send/>) or contact Mrs Richardson in person on 01258 880501 or SEND@dunbury.dsat.org.uk. The report contains a review of the last year at Dunbury and a look at how children at Dunbury are identified as having SEND, how we work with parents and pupils and how children are supported in school.

How did SEND support help in 2023-24?

Mrs Richardson's role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2024-25

What was great and needs to stay the same?



- Quality First teaching in every class.
- Teachers' knowing their pupils and making sure they plan carefully for them.
- Mrs Richardson meeting with experienced SENCOs' within our DSAT Trust.
- Working with other professionals.
- Regular short sharp interventions following the lesson to enable pupils to access the next lesson.

What we changed and why?



- IEPs' written and reviewed every 6/7 weeks. This helped pupils to have short measurable targets and staff to have a clear idea of who was achieving their targets and who was not.
- A greater understanding in staff in identifying and addressing barriers rather than supporting labels / diagnoses.
- Greater clarity about what a SMART (Short, Measurable, Achievable, Relevant, Time based) targets are and how to write them.

What we plan to do in 2024 -25?



- Training to focus on Assessment which ensure that all staff are informed throughout the lesson about the progress of all pupils.
- Greater involvement of parents and pupils in the review of One Page profiles and sharing IEP impact with them.
- Training for all staff on over coming and supporting barriers for pupils with ASC, especially girls.

How did our pupils with SEND progress in 2023-24?

(As a small school data can be misleading as in some year groups there is only 1 pupil with SEND, so our results will be 100% or 0%)

100% of pupils with SEND made expected of greater than expected progress in reading.

94% of pupils with SEND made expected of greater than expected progress in writing.

94% of pupils with SEND made expected of greater than expected progress in maths.

33% of pupils with SEND pass the Multiplication check

0% of pupils with SEND achieved age related expectations in Year 2 national tests

0% of pupils with SEND passed the phonics screening check.

50% of pupils achieved age related expectations in Year 6 national tests in Reading

25% of pupils achieved age related expectations in Year 6 national tests in Writing

25% of pupils achieved age related expectations in Year 6 national tests in Maths

What are the Needs at Dunbury and how are they supported?

Cognition and Learning Needs



- Learning difficulties at Dunbury can take a variety of types, commonly including – Specific Learning Difficulties (SpLD) – this term indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with memory, organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely. SpLD include Dyslexia, Dyscalculia and Dyspraxia.
- A range of techniques will be used to make the curriculum appropriate for all learners. The SENDCO will advise teachers on support, where necessary.

Communication and Interaction Needs



- There is a wide range of difficulties which fall within the category of communication, including Autistic Spectrum Condition (Autism and Asperger's) and Speech and Language difficulties.
- Many pupils with Communication and Interaction difficulties will be catered for by in-class support and adaptations in class with advice from the SENDCO and external specialists if required.
- Within the school setting, Speech and Language Therapists (SALT) from the NHS assess children with Speech and / or Language difficulties who have been referred to them by the school or another agency. They discuss their findings with the parent and class teacher as well as the SENDCO. Targets are set by the SALT with resources suggested or provided.
- For children with more complex speech and language difficulties, the NHS Speech and Language therapist may provide some therapy sessions which are usually provided in school with a therapy assistant. Therapy sessions, whether carried out by a Therapist or assistant, focus on set targets and use flashcards, games, apps and exercises to encourage children to use the correct mouth shapes, correct grammar etc. It is vital that parents and school staff are involved as much as possible to ensure the child can apply skills across the day.

Social, Emotional and Mental Health Needs



- There is wide range of needs in this area including: ADHD, social difficulties, anxiety, behavioural difficulties etc. Support we can provide in school may include:
- Time to talk / be supported by their teacher, a TA or Emotional Literacy Support Assistants (ELSA)
- Nurture groups
- Social skills and friendship groups
- 'Pupil voice' – we give time to children to share what helps them most effectively in school
- Behaviour programmes including rewards and sanctions.
- Mental Health Schools team come in to support groups of children and complete bespoke work with the family and the child where appropriate.
- The Specialist teacher service have behavioural specialists where appropriate to ensure that support is effective and appropriate for the child.

Physical and Sensory Needs



- When a child has an identified sensory, physical or medical need we will ensure that:
- All working with the child understand the specific needs of the child.
- Adaptations to tasks and the learning environment are made as appropriate.
- Adaptations to the building are in place to allow as far as possible full accessibility and inclusion.
- Suitable resources and equipment are provided – i.e. computer equipment
- Specialists are consulted as necessary i.e. Specialist teachers, Occupational Therapists, Physiotherapists. Team Around the Child meetings (TAC) arranged by the SENDCO if required.
- Hearing and Visual support services also work with school to ensure that their children with hearing or visual difficulties are effectively supported in school.

What is a graduated response?

At Dunbury this graduated response is followed through two processes. Every half term teaching staff with the support of the SENDco will create an IEP (Individual Education Plan) for children on the SEND register (if they need to catch up to expected levels of development). Identifying the plan and expected implementation and a clear manageable target which will be met in 6 weeks. This target must be aspirational and enable the child to make progress towards closing the gap.

Review: How has the child progressed following the plan? If yes, then we assess again and make a plan to complete the next small step. If no, then it is time to review the provision, why is it not enabling success? Do we need further help?

Assess: How is a child progressing in their learning? Are they making the progress that we would be expecting or hoping for.

Do: Following the plan, child being given the appropriate support or targeted intervention to overcome the key barriers identified.

Plan: What are the barriers that are preventing this child from moving forward? How can these be overcome? What small steps are needed to reach the next goal?

The second cycle of this process is created every term with a review of the one page profile. This a document that identifies the child's key needs and barriers to learning. It is a place to share all stakeholders aspirations for the child, including the child's own goals and is an opportunity for parents and staff to discuss the reviews of the IEPs and how this relates to the child at home. It is also a time when collectively decisions to progress towards further help are made.

What does the graduated response look like in action? A case study

Here is what happened to Francesca (based on a real pupil at school) over the past two years to explain what has happened to our pupils identified as having SEND. See SEND Policy for further details

Francesca was working really hard at school but not always being successful. At home she was finding doing home work very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home work and how school could help. It was decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca was happy at home but was still finding school work very tricky and her class teacher was concerned that although she was working hard she was not making progress, so the class teacher spoke to Mrs Richardson.

Mrs Richardson, went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understood).

A person from the SENSS team met with Francesca and completed some assessments (these were little tasks to do) to see if they could find better ways to help Francesca.

Mrs Richardson decided with Francesca's parents that although school were helping, they needed some more help for Francesca. She referred Francesca to see a specialist team called SENSS (Special Educaional Needs Support Service).

At the end of the next term the plan was reviewed. Francesca had made some progress but not enough. Her parents and the class teacher were getting concerned that she was falling behind.

Francesca and the teacher tried these things for a term, but it wasn't really helping. They had another meeting with Francesca's parents and completed an One Page Profile (OPP). This helped them focus on a few things and shared out how everyone was going to help Francesca.

The SENSS team wrote a long report about what they had found out and said they thought that Francesca was Dyslexic. They explained some things that would help in school and key areas school needed to help Francesca in.

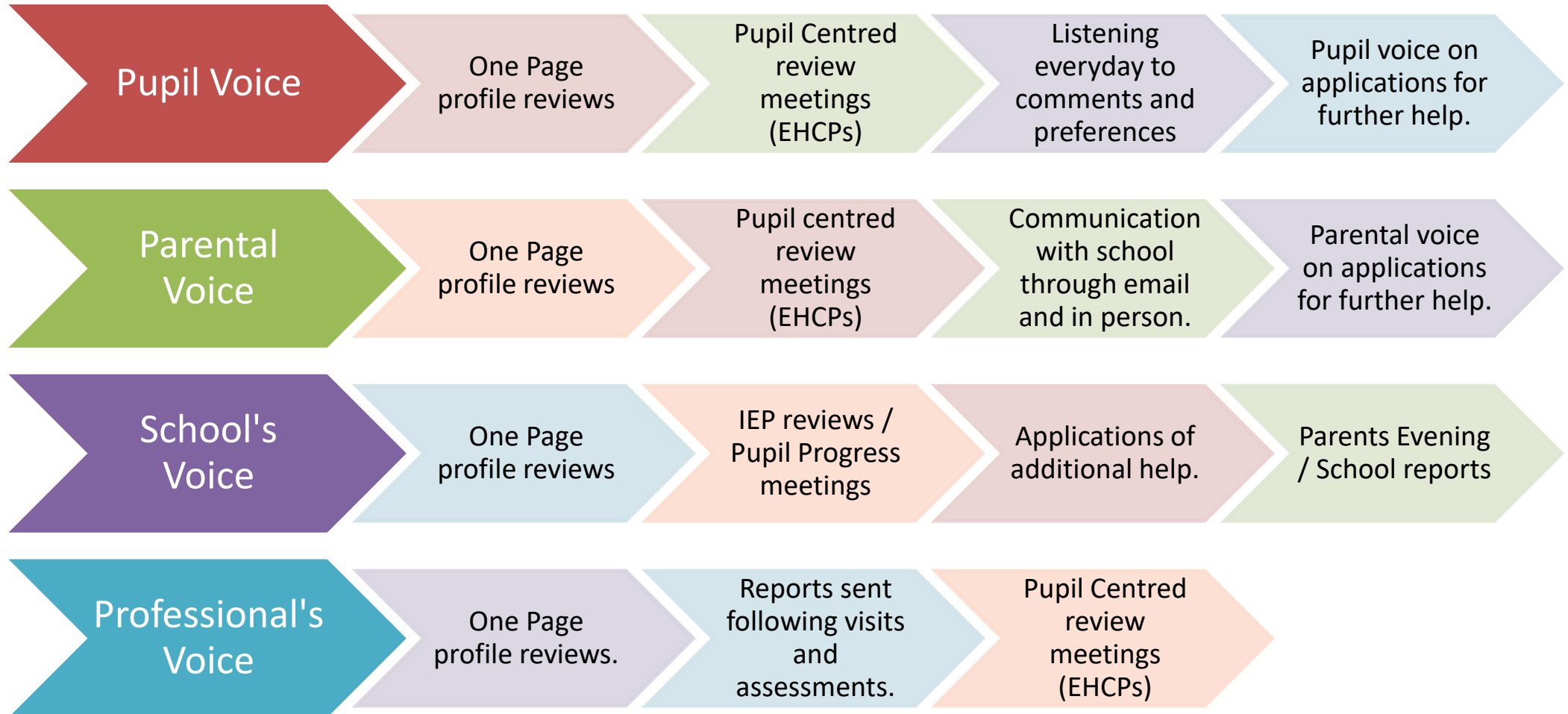
Francesca and her parents met with Mrs Richardson and her teacher and they update her OPP (For an example see appendix one of this report) to plan for some of these things. School wrote an IEP (Individual Education plan) to create some sort term goals. At the end of the term the plan is reviewed and a new plan is written.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

Mrs Richardson continues to check that she has a plan written that will help her and going in to check that the class teacher (who has changed now) is providing what Francesca needs.

How does everyone's voice get heard?

There are multiple opportunities throughout the year which enable all stakeholders to contribute to planning for the child, below are just a few key ones to ensure that we hear everyone's voice.



What does SEND support look like in the classroom?

Specialist equipment to make tasks easier to complete (such as a writing ramp) or to support sensory needs as well as focus and attention (such as a wobble cushion or theraband on someone's chair)

Specific curriculum adaptations are made where the barriers are unique to the subject. For details see website pages.

Adapted resources to enable a child to access the learning but with limited visual clutter or focusing on certain key aspects of the learning.

Pre-teaching so a pupil is familiar with the material and has had a chance to recall prior learning before

There may be nothing obvious to you because the adaptations are subtle changes made or routines established that enable the child to be fully engaged.

Children may be taken out of class for interventions to close the gap in their learning or to provide time to meet sensory needs to enable learning.

Specific adult support at certain times to remove barriers to learning.

Visual timetables, accessible fonts, coloured powerpoints, consistent routines, check lists to support small steps

Consistent Quality First Teaching which includes targetted questioning, effective paired talk with peers, modelled and worked examples.

What does Dunbury have to offer?

All staff training in an effective synthetic phonics programme (RWI) which supports the development of spelling and early reading.

Regular work with the Mental Health schools team in whole class preventative work and referrals for 1:1 support.

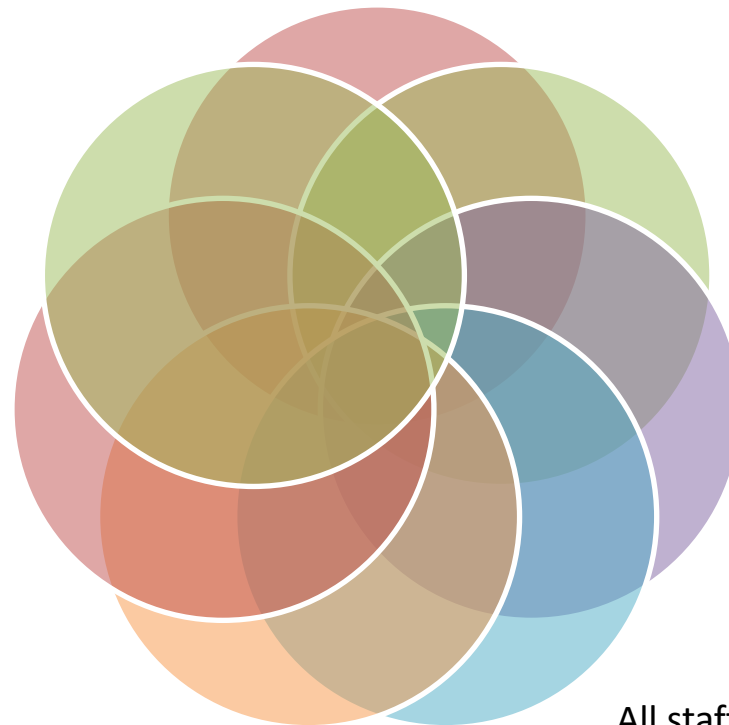
Regular working relationship with the educational psychologist and specialist teacher service.

Termly work with the SALT (Speech and Language Therapy) Service.

SENDco involved in regular training with other SENDco's in the trust, most recently in girls with ASC, ADHD and Sensory Processing.

Trained and experienced ELSA (Emotional Literacy Support Assistant)

All staff trained in facilitating a graduated response and a focus in planning on meeting the needs of pupils who are in the lowest 20% as this benefits all pupils.



Who is responsible for SEND at Dunbury Academy?

Class Teacher

Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.

Reviewing and writing targets for pupils who need them every half term.

Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

Directing additional adults in the best way to support your child and communicating with external professionals in order to share observations and seek advice as appropriate.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by: arranging an appointment with the school office to speak with the class teacher

SENDco ~ Mrs Richardson

Coordinating support for children with special educational needs (SEN) and / or disabilities, and developing the School's SEND Policy to make sure all children get consistent, high quality provision

Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting, involved in reviewing how they are doing, part of planning ahead for them.

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are learning records of your child's progress and needs.

To provide specialist support for teachers and teaching assistants and other support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

Assisting your child's class teacher to set targets for individuals.

Organizing training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by: Telephoning or visiting the school office to arrange an appointment.

Headteacher ~ Mrs Richardson

The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.

She manages all staff including SENDCO and class teachers in their roles in providing provision for children with SEND, and is responsible for ensuring there are not barriers to your child's needs being met.

She must make sure that the LGB is kept up to date about any issues in the school relating to SEND.

Contacted by: Telephoning or visiting school to arrange an appointment.

ASEC Member ~ Beth Young

Making sure that the school has an up to date SEND Policy

Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

Making visits to understand and monitor the support given to children with SEND in the school

What else does Mrs Richardson do to help SEND at Dunbury?



Transition: Working with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENDco from the secondary school comes to all year 6 annual reviews to support this. This also applies on a smaller scale when pupils transition between bases at school.



Helping teachers: Where possible as as school the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils everyday. It is Mrs Richardson's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.



Complaints: If someone has a complaint regarding the SEND process, Mrs Richardson would like to talk to them about it first, however if they can not come to an agreement then she would work through the official complaints process with them outlined on our website. It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for the Dunbury pupils.

What's next?

As a small school, we do not always have need to talk to all the possible professionals and support services out there but we hope that the report highlights that because of our small size, we are able to put our pupils first and we will investigate every possible avenue to help provide them with the support that they need.

Mrs Richardson would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. Her contact details are on the front of this document.

Please have a look at the appendixes that follow the report for further information or support.

What else is in this report that might be helpful?

- Appendix One: Helpful organisations that will be able to support parents with all aspects of the SEND process and a few good websites for up to date information on some difficulties our pupils face.
- Appendix Two: What a One Page Profile looks like.
- Appendix Three: An example of an IEP
- Appendix Four: Glossary of terms

Appendix One

Here are some web links that might be helpful to you



Appendix Two



Inclusion: One Page Pupil Profile and Record

Name:			Class:			Year:		
Contex	Medical Issues		Diagnosis/Diagnoses:		External Agencies:	SEND CoP Codes		
FSM PP EAL Young carer LAC Other:	Yes No <i>If yes, please give further details.</i> Comments: <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment • Physical Disability • Other: 	<ul style="list-style-type: none"> • ADHD • ASD • Attachment Disorder • Dyscalculia • Dyslexia • Dyspraxia • Sensory Processing 	<ul style="list-style-type: none"> • ODD • Visual Memory • Auditory Memory • Other: Comments:	Yes No <ul style="list-style-type: none"> • CaMHS • SaLT • SENSS • EP • GP/Hospital Other: <ul style="list-style-type: none"> • OT • Physio therapy 	SEND status Monitoring SEN Support EHCP SEND Main Need: <ul style="list-style-type: none"> • Cognition & Learning • Communication & Interaction • Social, Emotional & Mental Health • Sensory and/or Physical Need 		
Who am I?		What I find difficult (Pupil Voice)			I also find these things difficult (parent & professional voice)			
What makes me happy? What I am good at? <ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 			<ul style="list-style-type: none"> • 			
What I need: Quality first teaching- Tier 1					What I need Tier 2 and 3 (interventions)			
					<ul style="list-style-type: none"> • 			

Chronology / Communication

Date	Who / How <i>(including phone calls)</i>	Notes	Next steps
			<ul style="list-style-type: none"> •
		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Appendix Three

An example of part of an IEP (For GDPR reasons the whole IEP is not shared)

Autumn 1							
Area of Need	provision	session length	frequency	Target	Provision Notes	Review	RAG
C&L Reading	RWI tuition	30	5	To read ay, ee, igh, ow, oo,oo, ar, or, air, ir, ou, oy in words	a week accurately in words, add 3 next week, whilst building fluency in	not met	R
SEMH	SEMH Meet and Greet	10	5	To complete a morning work activity independently	Activities with some challenge to improve focus such as puzzles, tracing, dot to dot etc.	bus not consistent and now class provision	A
C&L Writing	WR Handwriting	10	5	To form the letters accurately for the graphemes: ay, ee, igh, ow, oo,oo, ar, or, air, ir, ou, oy	Provide dictated sentences that contain the grapheme-supported until accurate and then fluency practise.	made progress on forming round letter consistently. Not able to work on graphemes on this at present,	A
C&L Maths	MA understanding number	10	5	To count in 2s 5s and 10s	Precision teaching with no nonsense number activities Year 2 p103 to 120	further support from SENSS needed to drive specific next steps and provision.	R
C&L Maths	MA QFT adaptation	15	5	To independently use a check list to complete independent practise daily for the first two questions	Check list to include the learning label and metacognitive questions - chance for pupil to physically check off.	further support from SENSS needed to drive specific next steps and provision.	R
C&L Maths	MA pre teaching	15	4	To demonstrate knowledge of the new learning as evidenced by the diagnostic questions.	Pre teaching of key component knowledge or concepts to build confidence and participation in maths lessons.	further support from SENSS needed to drive specific next steps and provision.	R
Spring 1							
Area of Need	provision	session length	frequency	Target	Provision Notes	Review	RAG
C&L Reading	RWI tuition	30	4	To read special friends in words at purple stage.	Flash cards and moving around and active. Jumping on the number, showing on fingers.	Scored 4 more on his Phonics screening check. RWI Assessment not completed.	A
C&L Writing	WR Handwriting	10	5	To for, the letters accurately when writing a simple sentence.	Writing sessions - Chunked into 3 parts e.e write from the start, letter formation and then write a sentence.	working very hard to get ideas down without the support of an adult. Watch the handwriting.	G
C&L Maths	MA Fluency practice	10	4	To know his number facts to	Flash cards and moving around and active. Jumping on the number, showing on fingers.	Knows his number facts from memory. Can be slow but does know.	G

Appendix Four

ADHD / ADD	Attention Deficit Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder (ASD)/ Autistic Spectrum Condition (ASC)
BESD	Behaviour, Emotional and Social Difficulty
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
EAL	English as an Additional Language
EHC Plan	Education and Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IEP / IPP	Individual Education Plan / Individual Provision Plan
LAC	Looked after Children
LGB	Local Governing Board
MLD	Moderate Learning Difficulty
OT	Occupational Therapy/Therapists
OPP	One Page Profile
SALT	Speech and Language Therapy/Therapist
Spld	Specific Learning Difficulties
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
TA	Teaching Assistant
Team Around the Child	Team Around the Child
VI	Visually Impaired