

Dawlish College

DSEN Annual Information Report – Sept 2020

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School Offer link: <https://www.dawlish.devon.sch.uk/assets/Uploads/DC-DSEN-School-Offer-2020-21.pdf>

Whole School Approach to Teaching and Learning:

- ✓ High quality Teaching and Learning – all teachers were responsible for the learning and progress of every student in their class, including those with DSEN
- ✓ An inclusive and differentiated approach enabled all learners, including those with DSEN, to engage with all aspects of college life
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of Teaching and Learning
- ✓ Identifying and tracking the progress of learners who required support to close the gap through the work of the Progress Leaders, Directors of Learning and the DSEN team
- ✓ Identification of learners who required DSEN support and initiation of “assess, plan, do, review” cycle
- ✓ Use of the Education, Health and Care Plan (EHCP) route to ensure provision was in place throughout KS3 and KS4
- ✓ Use of Interim Review process where necessary
- ✓ Engagement with outside agencies in terms of advice and for additional monitoring and quality control purposes
- ✓ All learners identified as requiring DSEN support, or with an EHCP, were on our ‘Record of Need’ (RON) or, if the DSEN support was short-term, were placed ‘On Alert’: both lists were regularly reviewed and parents kept informed
- ✓ Many learners, including those on the RON, had a Student Passport to support teachers in the classroom: Student Passports were also regularly reviewed for quality purposes (particularly Key Stage 3 Passports) although we are generally reticent to ‘remove’ strategies and advice from Student Passports as this can negate the student’s DSEN learning journey and needs can re-surface
- ✓ DSEN commitment to ensuring learners had access to appropriately differentiated online learning resources if working from home and a dedicated LC to support them through Covid-19

How we identified learners who may need additional and/ or different provision:

- ✓ Teacher/ staff referrals were made to the DSEN team in the first instance and referrals were usually followed by completion of the 'Quick Checker' form although any concerns could be emailed to the DSEN team. Decisions to refer were based on: observation, curriculum assessment results, data or after a period of longer term tracking
- ✓ Whole college data analysis
- ✓ Parent/ guardian requests (or requests made on behalf of the parent/ guardian)
- ✓ Assessments by specialists, including those from external agencies

We took a holistic approach to all aspects of a learner's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all learners, including those with DSEN, is set out in our 'School Offer'. Measures to prevent bullying can be seen in our Anti-Bullying Policy.

How we listened to the views of our learners and their parents/ guardians:

<u>What was the 'listening' context?</u>	<u>Who was 'listening' (this list is not exhaustive)?</u>	<u>When did we 'listen'?</u>
Virtual Specialist and Advisory teacher feedback meetings	Specialist/ Advisory teachers, DSEN team	As required
Virtual Transition: admission meetings (some of these were not face-to-face due to Covid-19), tours and phone/ email enquiries	DSEN team, Pastoral team, teachers, County Council Representatives	On or before transition into Dawlish Community College
Virtual and face-to-face Attendance meetings	Educational Welfare Officer, Pastoral team, DSEN team	As required
EHCP Annual Review meetings (mostly virtual)	DSEN team, (and, where appropriate) Careers South West representative, Educational Psychology, 0-25 team, Advisory teachers, parent representatives, Pastoral team	Yearly
Interim EHCP Review meetings (mostly virtual)	As above	As required
Additional DSEN meetings/ TAC	As above	As required
Virtual CiC PEP meetings	DT for CiC, County Council representatives, Social Care	Termly
Virtual TAF/ Early Help meetings and Child Protection meetings	Various inc: Pastoral team, DSEN team, County Council Inclusion team, Social Care, Health	As required/ 4-6 weekly
Tutor/ Pastoral team meetings, SIM and communications	Tutor and/ or Pastoral team and DSEN team	As required
Virtual Subject Teacher evenings	Teachers	Yearly
Virtual transition events: inc phase transfers and key stage transfers	Senior Leaders, core Pastoral team members, teachers	Yearly/ dependent on year group

DSEN student panel for LC interviews	DSEN team	As required
Assess, Plan, Do, Review meetings	DSEN team	As required
Informal discussions: inc Student Voice meetings to inform updated Student Passports	Various	As required
Post Covid-19 SWOT Report: collated through stakeholder questionnaire	DSEN team and Senior Leadership	April 2021

The Assess, Plan, Do, Review Cycle:

For learners on our RON, an Assess, Plan, Do, Review cycle was established by: assessing the apparent needs of the learner; considering resources available to support that learner including 'when', 'what' and 'who'; establishing a timeframe for that support and evaluating the impact of the support over time. We worked hard to ensure learners engaged with the support on offer along with the parents and teachers- relationships are key. We worked hard to continue to offer a degree of additional intervention despite Covid-19 restrictions inc 'bubbles', rooming restrictions and absences.

Full details of our 'School Offer' can be found through the link at the top of this document. However, this year, provision made for learners on our RON, across all four areas of need, included: DSEN Homework Club, Learning Coach (LC) support/ monitoring at break times and individual transition programmes. Additionally, provision included:

- ✓ Communication and Interaction – warning of change; Girls Social Group; Student Welfare Support (including; social stories); smaller social space; specialist clubs inc. Gardening Project; LC (Teaching Assistant) in-class support
- ✓ Cognition and Learning – LC in-class support for Literacy at KS3 and KS4; LC in-class support for Numeracy at KS3 and KS4; differentiated resources and qualifications; small group Literacy intervention inc. Dyslexia screening; small group Numeracy intervention including Dyscalculia screening; Skills Group at KS4; ICT programmes and substantial use of Government funded laptops for those struggling with technology at home during Covid-19 (it should be noted that a number of our students were vulnerable to poor rural internet coverage), Inclusion support during Covid-19 and Clareoed training
- ✓ Sensory and/or Physical Needs – handwriting support; differentiated PE resources; short term lesson extraction; short and long term reduced timetables; 'Home Zones' and 'Pass Out' of class
- ✓ Social, Emotional and Mental Health – smaller social space; dedicated 'Early Help' practitioner; sensory breaks; Behaviour Care Plans; Time Out system and space; short and long term reduced timetables; RCADS referrals; Youth Worker referrals, WAVE provision; Counselling and CBT style intervention and development of Inclusion Unit
- ✓ Covid-19 measures: additionally, during Lockdown 3, students working on the college site were placed in small classes overseen by teachers and used online materials and live lessons to continue to make progress (Universal Provision): the DSEN team supported this alongside students throughout the day. For those studying at home, Year 7 and 8 DSEN students who were struggling with the challenges of online learning, were allocated into separate online

classes (overseen by LCs) and guided through the use of EdPlace learning materials (a precis of our Covid-19 SWOT report can be found below).

By the end of the academic year 2020/21, we had 98 learners receiving SEN Support (this is reviewed termly) on the RON including 18 learners with Education, Health and Care Plans and 4 learners with EHCPs pending.

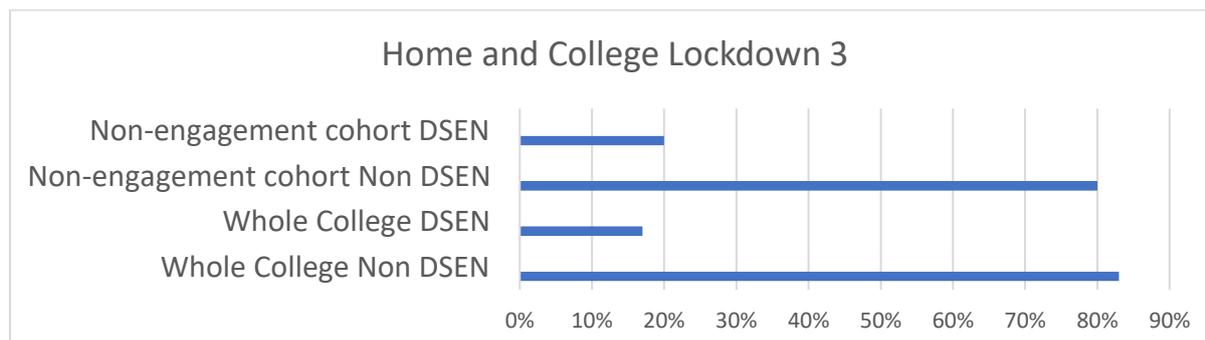
We monitored the quality of provision through: weekly SWO meetings (Student Welfare meetings); Case Review meetings; DSEN team meetings; Interim EHCP review meetings; college tracking systems; CPD; advice and training from outside agencies including Educational Psychology and teacher, parent and learner voice and external provider reports.

We measured the impact of this provision through: target setting and review; data analysis including whole college data tracking; Annual and Interim EHCP review meetings; Intervention/DSEN data analysis; external provider reports, improved student independence and engagement in Universal Provision as well as improved attendance and reduced communication and social interaction challenges.

For some learners, such as those with an Autism diagnosis or traits, academic data analysis was not always a helpful measure of the impact of the provision they received. Often, engagement in a club; the creation and maintenance of a positive friendship group; reduced anxiety; reduced negative peer interactions and increased attendance was a more helpful measure and often this kind of 'soft' data analysis links directly to the learner's EHCP as well (where an EHCP was in place). For many of our DSEN students, Covid-19 was, in fact, a positive experience and many parents reported that their children were more engaged with learning from the comfort of their own home. Social interaction, inevitably, was reduced and when live lessons were being delivered, many found turning on their camera very challenging. However, for those in college, we saw the development of stronger and, sometimes, unexpected friendships as a result of much smaller numbers of students on site.

Covid-19 SWOT Report (precis):

Strengths: during Lockdown 3, students were taught in small 'bubbles' of mixed year groups and returned to 'normal' college after Lockdown 3 in year group 'bubbles' and 'Home Zones' for teaching and social time. The timing of the college day and the timetable wasn't altered. During Lockdown 3, Live lessons were offered throughout however a small group of approx 15 Year 7 and Year 8 students joined an online classroom delivered by Learning Coaches using EdPlay. LCs were also attached to classrooms and we were able to continue to offer intervention for Maths, Phonics, Claread and ASC needs- virtually and 1:1. A small number of school 'refusers' were able to engage more effectively during both Lockdowns (because of Inclusion, quieter college environment and some 1:1). DSEN students (arguably the most vulnerable learners) engaged well with online provision:



Weaknesses: the remote/ rural nature of many homes meant that internet reliability was poor and, for some, IT skills were a challenge. Additionally, Google Classroom was unfamiliar to students before Lockdown. It was a challenge to raise our expectations of students in Lockdown 3 (compared to Lockdown 1) both locally and Nationally. Lockdown 3 coincided with the relocation of the DSEN team to different areas resulting in logistical, managerial and planning issues within the team- especially where 'on the hoof' / reactive responses were needed.

Opportunities: we will continue to offer virtual meetings, where appropriate, as we found that engagement and availability from external professionals was vastly increased (and more convenient for parents). Lockdown 3 highlighted Maths weaknesses for DSEN students and an additional Maths teacher has been employed for 2021-22 to support Maths recovery through small group Maths teaching. We will build-on improved IT skills and the normalising of Chromebooks/ IT as a learning tool: Chromebook availability in the classroom, Claroread APP on Chromebooks and Claroread use in the classroom as well as outside the classroom. Our Chromebook resource bank will be improved for 2021-22. Maths intervention materials were developed through EMAT to grade 4/5 for use as a KS4 intervention: eg for over-learning and pre-teaching. We were able to capitalise on the impact of Lockdown where small group learning was effective and evidenced through EHCP reviews and applications. We were able to identify Executive Function challenges and have planned receptive language support through the adoption of the Secondary Language Link programme.

Threats: students, parents and stakeholders continue to require careful and timely communication ref: Covid-19 lifting; GCSE and coursework expectations, logistics and processes; examination systems for 2021-22 and progress tracking. The DSEN team were concerned about how quickly we would be able to get intervention back on track and we have reviewed what is offered: eg Speech and Language / Executive Function as well as Maths entry and exit data approaches. In order to ensure as many students as possible are able to access interventions, we decided to offer 'long thin interventions' and worked hard to ensure good quality recruitment. The College Leadership team have improved IT resources for the classroom (supporting organisation, recording, planning and writing- Claroread) as well as Chromebooks for Maths to support SPARX as well as an EMAT IT overhaul. Attendance continues to be a challenge for a number of students post-Lockdown 3 and the re-engagement of EWO services is crucial: the DSEN team are playing an increasingly important role with regards to attendance. With many students 'returning to learn' on partial and transitional timetables, a review of this offer, based on experiential and case study analysis, would be useful so that we are offering the very best advice and guidance that we can.

Learning Coach (LC) Deployment:

LCs were deployed in a number of roles:

- ✓ In-class support
- ✓ Small group intervention including for reading, writing, numeracy and spelling
- ✓ 1-2-1 intervention and mentoring for communication and interaction needs
- ✓ 1-2-1 intervention for EAL needs
- ✓ Personalised GCSE support- inc bespoke purchase of Tassomai
- ✓ Social Time support/ Sensory Space
- ✓ DSEN Homework Club
- ✓ 1-2-1 THRIVE style intervention and support for SEMH needs
- ✓ Training and support using Claroread

- ✓ Data analysis and preparation of resources- through Covid-19 lockdown LC team was divided between: differentiation, supporting key worker children and vulnerable children in college and at home; and delivering EdPlay online 'classroom'

Additionally, our SENCO qualified as an Exams Access Arrangements Assessor.

Further support was offered through the Student Welfare and Pastoral teams:

- ✓ Anger management
- ✓ Counselling
- ✓ Restorative work/ 'peer to peer' support
- ✓ Anti-Bullying support
- ✓ 'Early Help' process and applications
- ✓ Supporting learning for those on reduced timetables

We monitored the quality and impact of this support through: weekly DSEN meetings; fortnightly SIM meetings; Interim EHCP review meetings; CPD and advice and training from outside agencies including Educational Psychology. Additionally, quality and impact was monitored through: teacher, parent and learner voice; target setting and review; data analysis including whole college data tracking; Intervention/DSEN data analysis; improved student independence and engagement in Universal Provision as well as improved attendance and reduced communication and social interaction challenges. For some learners, such as those with an Autism diagnosis or traits, 'soft' data analysis is also used (see above 'Assess, Plan, Do, Review' cycle).

Distribution of Funds for DSEN:

DSEN funding was allocated in the following ways:

- ✓ DSEN staffing
- ✓ External Services including Communication and Interaction team, Educational Psychology, Chances and other external alternative educational providers
- ✓ Teaching and Learning resources including specialist equipment
- ✓ Staff training

Continuing Professional Development of DSEN team:

Individuals' CPD this year (this is not exhaustive:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
EHCP review and funding processes	DSEN team	0-25 team
SENCo leadership	SENCo	Various including: Babcock SEND Network meetings and SEN Services
Relational Support Planning	Inclusion team	Educational Psychologist
Dyscalculia and Maths	LC	PATOSS
Dyslexia	LC	'Wrestling the Octopus' PATOSS
Exam Access Arrangements	SENCo	Communicate-Ed
Reading for Meaning	LC	PATOSS
Assistive Technology	LC	Texthelp
Speech and Language	LC	ICAN
ADHD	LC	PATOSS

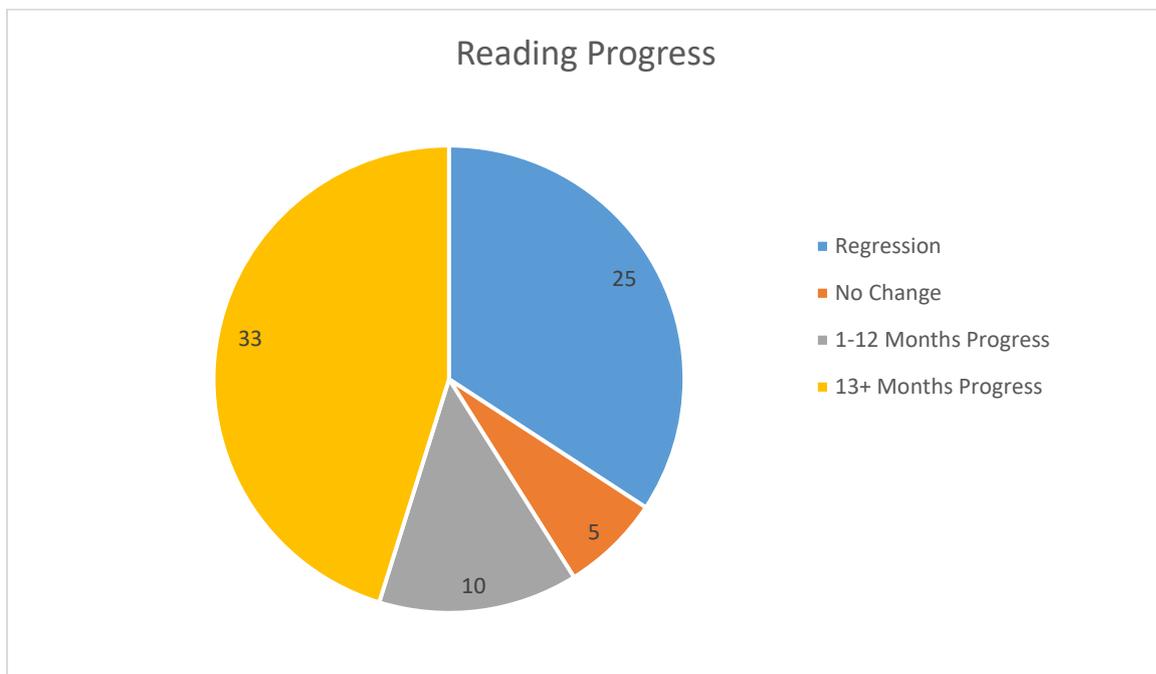
Whole school training included: Safeguarding and Radicalisation; quality first teaching development and Health and Safety. Google Classroom use, as part of the college's approach to teaching and learning through Covid-19, was developed throughout the year. Additional 'epraise' homework and feedback training was rolled-out through the academic year.

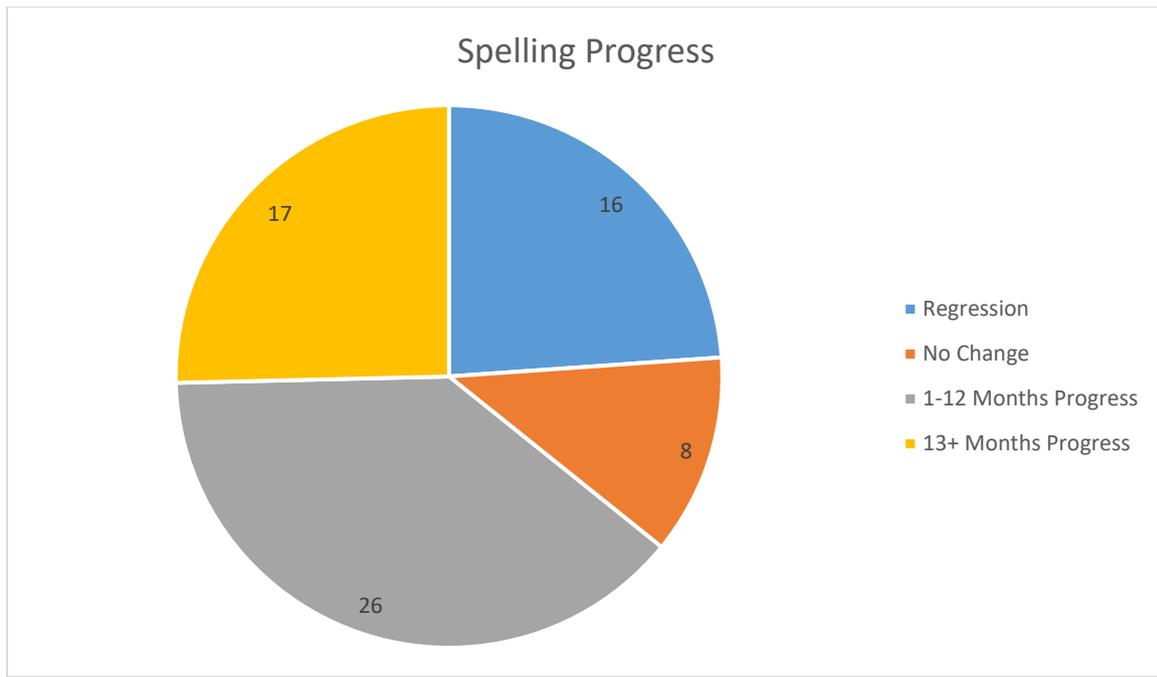
DSEN staff have developed their knowledge of reading, and reading recovery particularly, and we have worked hard to start to 'close the gaps' as a result of Lockdown 3. We have worked alongside the Inclusion team to ensure that our support is as far-reaching as possible. Our numeracy provision continues to develop in-line with long term plans and the DSEN team developed much closer working relationships with the Maths team this academic year. We planned the up-skilling of the DSEN team with regards to Speech and Language and know that receptive language difficulties are often 'hidden' in the classroom- this work runs alongside our partner secondary school.

We monitored the impact of this training through: DSEN team meetings and LC feedback leading to alterations to 'Student Passports' and feedforward to teachers. DSEN staff were able to monitor homework success and engagement as well as through whole college, reporting and progress tracking systems and DSEN tracking systems. The Leadership team developed additional tracking processes to support engagement with home learning and to ensure timely reward and sanctions. Finally, the EMAT Director of SEN Services (Secondary) completed a SWOT report at the end of Lockdown 3 to formally collate stakeholder feedback with regards to DSEN provision.

Impact of Intervention:

The DSEN team were determined to return to a 'normal' intervention programme after the significant disruption of Lockdown 1. While there were restrictions, we were able to resume Reading, Spelling, Numeracy, Social Skills and Academic Mentoring intervention. We also continued to offer Phonics intervention and other highly bespoke interventions such as Entry Level qualifications.





Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- ✓ Transition meetings (much of this was virtual) to share information from year 6 to year 7 and from year 11 to Post-16
- ✓ Enhanced transition visits for vulnerable students were cancelled in the main although we were able to organise a small number of individual tours for vulnerable and anxious year 6 students
- ✓ Parent/ guardian and SENCo/ Assistant SENCo meetings (much of this was virtual) for learners joining the college with EHCPs or high needs
- ✓ Careers South West support and guidance in terms of selecting appropriate courses and to share their knowledge with learners and parent/ guardian for Post-16 pathways (virtual)
- ✓ Attending EHCP review and TAC meetings for year 5 and 6 learners before transition (where invited and virtual)

Learners who joined our college in September 2020 (in year 7) were supported as fully as possible. We did this by offering a quiet, smaller space at social time and support for homework after college. LCs accompanied year 7 classes for the first two weeks and we had single year tutor groups to aid the formation of friendships.

Learners making decisions about their Key Stage 4 subjects were supported through a structured options system including additional guidance for those on the RON. Students who had been part of the Literacy Support group in Key Stage 3, were able to return to MfL subjects (where they wished to) and a Vocational Skills group was offered for those who didn't.

We worked with Post-16 providers to ensure that learners were prepared for transition to 6th Form Colleges, further education or training. We did this through our PSHEE programme and on-going external providers advice and guidance. Additionally, for students on our RON, Careers South West supported our learners through the EHCP and Child in Care systems where parents/ guardians were also involved.

Finally, the SENCo worked with Newton Abbot College to ensure helpful sharing of information and resources and to grow the larger DSEN team across the Estuaries MAT. DSEN team members regularly contact each other and we are beginning to see the success of this through: successful KS5 transitions, development of shared Visual resources, shared literacy resources and ASD materials.

Ongoing development:

We worked hard to evaluate and improve our provision over the course of the year. We were able to recruit additional LC staff for a September start. The development of the Inclusion Unit was crucial in terms of supporting those young people experiencing social, emotional, behavioural and mental health difficulties. The work of the Inclusion Unit focussed on ensuring certain students were able to stay emotionally ready to learn and have the right support to problem-solve 'in the moment'. Some students were supported through a Relational Support Plan and our Estuaries MAT partners, alongside Educational Psychology service, shared their knowledge and experiences with us in order to enhance our delivery of a good quality SEMH facility. Our DSEN cohort continues to grow including our ASC cohort. We believe that recovery from the impact of Lockdown 1 and 3, will continue to be a threat to the progress of our most vulnerable learners and we are not complacent. We recognise the 'hidden' challenges in the classroom with regards to Speech and Language difficulties and feel we are responding to that through the adoption of Secondary Language Link screening and intervention programme.

Our complaints procedure:

Anyone wishing to make a complaint with regard to DSEN support and provision should contact: office@dawlish.devon.sch.uk or contact the SENCo directly: ransom@dawlish.devon.sch.uk.

Other relevant information and documents:

The Designated Safeguarding Lead at Dawlish College is: Kate Bukowski (Assistant Headteacher)

The Designated Teacher for Children in Care at Dawlish College is: Kate Bukowski (Assistant Headteacher)

The Local Authority's Offer can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Our Accessibility Plan can be found on our website:

<https://www.dawlish.devon.sch.uk/assets/Uploads/DC-DSEN-School-Offer-2020-21.pdf>

Our DSEN Policy and School Offer (our contribution to the Local Offer) can be accessed on our website

Details about our curriculum, including how it is made accessible to learners with DSEN, can be found via the Accessibility Plan and on our website

Details of how we keep children safe can be found in our Safeguarding Policy

Our DSEN Policy, School Offer and DSEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body to approve this DSEN Information Report in November 2021.