

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-College-Offer-2020.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 and beyond
- ✓ 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’ list (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

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

- ✓ Teacher/ staff referrals were made to the DSEN team, using ‘DSEN Referral Form’ in the first instance. A referral was 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>
Specialist and Advisory teacher feedback meetings	Specialist/ advisory teachers, DSEN team	As required
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
Attendance meetings	Educational Welfare Officer, Pastoral team, DSEN team	As required
EHCP Annual Review meetings	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	As above	As required
Additional DSEN meetings/ TAC	As above	As required
CiC PEP meetings	DT for CiC, County Council representatives, Social Care	Termly
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
Subject teacher evenings	Teachers	Yearly
‘Parent Support’, transition Open Events and ‘Preferences’ events	Senior Leaders, core Pastoral team members, teachers	Yearly/ dependent on year group
‘Parent Forum’ events	Senior Leaders	Termly
Assess, Plan, Do, Review meetings	DSEN team	As required
Informal Discussions: inc Student Voice meetings	Various	As required

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.

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; Skills Group at KS4; ICT programmes
- ✓ Sensory and/or Physical Needs – handwriting support; differentiated PE resources; short term lesson extraction; reduced timetables and ‘Pass Out’ of class
- ✓ Social, Emotional and Mental Health – smaller social space; dedicated ‘Early Help’ practitioner; sensory breaks; ‘Managed’ moves; Time Out system and space; RCADS referrals; Counselling and CBT style intervention and development of Inclusion Unit

During the 2019/20 academic year, we had 79 learners receiving SEN Support (this is reviewed termly) on the RON including 14 learners with Education, Health and Care Plans.

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

Learning Coach (LC) Deployment:

LCs were deployed in a number of roles:

- ✓ In-class support
- ✓ Small group intervention including for reading, writing 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 developing visual resources

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; weekly Case Review meetings; DSEN team 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
Trauma Informed Training	Pastoral and DSEN team	Head of House/ Safeguarding NAC
Autism: post Covid-19 recovery training	ASD specialist	TSSW
Teaching and Learning	Literacy Specialist	Level 3 City and Guilds/ Exeter College
Exam Access Arrangements	SENCo	PATOSS

Whole school training included: Safeguarding and Radicalisation; quality first teaching development and Health and Safety. Low stakes testing and Knowledge Organiser use, as part of the college's approach to teaching and learning, was developed throughout the year.

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.

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
- ✓ Supported taster sessions for students moving onto Post-16 courses
- ✓ Presentations from Post-16 providers in assemblies and use of external providers at Careers Fair
- ✓ Attending EHCP review and TAC meetings for year 5 and 6 learners before transition (where invited)

Learners who joined our college back in September 2019 (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 (or additionally at break times for those with DSEN). LCs accompanied year 7 classes for the first two weeks and we had single year tutor groups to aid the formation of friendships. Our new intake had the opportunity to tour the college before starting in September, engage with taster events and to meet their tutor: many visited more than once. Additionally, we offered Open Events for primary aged learners, and their parents, to attend.

Last year, the college leadership team decided to continue KS3 into year 9. Therefore, year 8 students were informed that they would not make decisions about their Key Stage 4 subjects until mid-way through year 9 for a September 2021 start.

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: Careers Fair, Year 11 Interviews and mock interviews, PSHEE programme, taster sessions and additional visits, University visits and career's materials and resources. 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 as well as increasing our SEMH capacity to include a staffed Inclusion Unit. The development of an Inclusion Unit is crucial in terms of supporting those young people experiencing social, emotional, behavioural and mental health difficulties. The work of the Inclusion Unit will focus on ensuring certain students are able to stay emotionally ready to learn and have the right support to problem-solve 'in the moment'. Some students will be supported through a Relational Support Plan and our Estuaries MAT partners, alongside Educational Psychology service, have shared their knowledge and experiences with us with in order to deliver an improved SEMH facility. Additionally, the addition of another LC to the DSEN team has allowed us to plan for increased in-class support, especially in Maths, and to build greater capacity in terms of supporting Communication and Interaction needs.

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 Principal)

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

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

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 September 2020