



DAWLISH  
COLLEGE

Dawlish College

## DSEN Annual Information Report: 2021-2022

Author: Louise Ransom outgoing EMAT Director of SEN Services (Secondary)

SENCO: Kathryn Wharton-Darke from September 2022

Contact email: [kwharton-darke@dawlish.devon.sch.uk](mailto:kwharton-darke@dawlish.devon.sch.uk)

Assistant SENCo: Angela Howell

Contact Phone Number: 01626 862318

Name of DSEN Governor: Babette Fuller

School Offer link: <https://www.dawlish.devon.sch.uk/assets/Uploads/DC-DSEN-School-Offer202021.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 reviewed every term and parents kept informed of changes
- ✓ 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
- ✓ On-going support for those isolating at home ref Covid

**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. Decisions to refer students for further external assessment or for college-based intervention 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:**

<b><u>What was the ‘listening’ context?</u></b>	<b><u>Who was ‘listening’ (this list is not exhaustive)?</u></b>	<b><u>When did we ‘listen’?</u></b>
Virtual and face-to-face Specialist and Advisory teacher feedback meetings	Specialist/ Advisory teachers, DSEN team	As required
Transition: admission meetings, tours and phone/ email enquiries	DSEN team, Pastoral team, teachers, County Council Representatives	On or before transition to Dawlish Community College

Attendance meetings	Educational Welfare Officer, Pastoral team, DSEN team	As required
EHCP Annual Review meetings	DSEN team, (and, where appropriate) CSW representative, Educational Psychology, 0-25 team, Advisory teachers, parent representatives, Pastoral team	Yearly
Interim EHCP Review meetings	As above	As required
Additional DSEN meetings/ TACs	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 meetings	Tutor and/ or Pastoral team and DSEN team	As required and/or according to the college timetable
Subject Teacher evenings	Teachers	Yearly
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 Learning Coach 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- usually the Assistant SENCO	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- relationships are key. Our Assess, Plan, Do, Review cycle was adapted to the needs of the student and not to a 'one size fits all' approach- in this way, decisions to change intervention, or to secure external support, or to adapt the college environment to the needs of the student, within what is reasonable, was timely.

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 in a range of lessons, monitoring at break times in our DSEN Hub and individual transition programmes. A small number of students accessed external educational support through a range of alternative provision as a result of being unable to access the college site. This was reviewed regularly. Additionally, provision included:

- ✔ Communication and Interaction – warning of change; Girls Social Group; Boys Social Group; Student Welfare Support (including social stories and CBT strategies); smaller social space; specialist clubs inc. Gardening Project; some 1:1 ASD informed intervention; Speech and Language 'Language Link' screener and Receptive Language intervention; SEND 100 project
- ✔ 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 classes; Dyslexia screening; small group Numeracy intervention including Dyscalculia screening; Skills Group at KS4; ICT programmes; Inclusion support for Literacy and Numeracy based difficulties and Claroread training
- ✔ Sensory and/or Physical Needs – handwriting support; differentiated PE resources; short term lesson extraction; short and long term reduced timetables
- ✔ Social, Emotional and Mental Health – smaller social space; dedicated 'Early Help' practitioner; sensory breaks; Behaviour Care Plans; use of the Unit for Time Out and for 'regulation' led by Safeguarding Lead; short and long term reduced curriculum timetables; RCADS referrals; Youth Worker referrals; WAVE provision; Counselling and CBT style intervention and access to the Inclusion Unit; restorative work

By the end of the academic year 2021/22, we had 100 learners receiving SEN Support on the RON including 25 learners with Education, Health and Care Plans and an additional number of learners with EHCPs pending. Our DSEN cohort made-up 16% of all learners with 4% of learners with EHCPs.

We monitored the quality of provision through: SWO meetings (Student Welfare meetings); Case Review meetings; DSEN team meetings; Interim EHCP review meetings; college tracking systems; intervention formative assessment; 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 linked directly to the learner's EHCP (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- returning after a long period of home-based learning, was a challenge for some. 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- making the return to 'normal' more comfortable.

At the end of Lockdown 3, we undertook a full review of our provision and published, in the previous DSEN Information Report (available on request), our SWOT findings. We used a range of parent, student and staff voice to help us with this and highlighted longer-term challenges around Maths and Speech and Language needs. As a result, we strengthened our Maths intervention, increased the size of our DSEN team and introduced a Speech and Language screener and Receptive Language intervention programme.

### **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 and some bespoke KS4 courses
- ✓ Social Time support/ Sensory Space
- ✓ DSEN Homework Club
- 1-2-1 THRIVE style intervention and support for SEMH needs
- ✓ Data analysis and preparation of resources
- ✓ Training and support using ClaroRead
- ✓ Post-16 visits and preparation for transition

Additionally, our SENCO was the college 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: DSEN meetings; 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:**

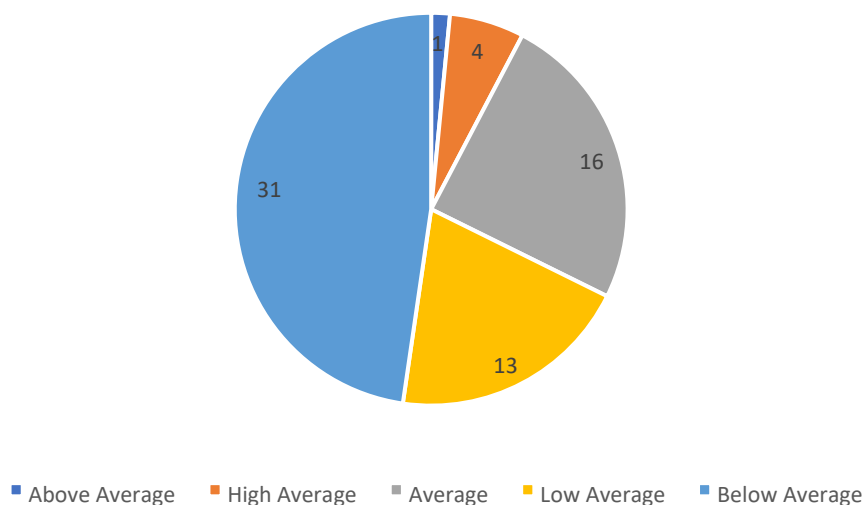
The DSEN team was boosted by a number of new Learning Coaches with a range of expertise in areas relating to youth work, social care, Autism and teaching. Professional development continued in key areas such as Dyslexia, assistive technology and communication and interaction. PATOSS continues to be a key training provider for us alongside inclusion into the SEND 100 Project.

Whole school training included: Safeguarding and Radicalisation; Quality First Teaching development and Health and Safety. Google Classrooms usage, alongside developing our praise system through 'epraise', was strengthened this year. The DSEN team continued to offer high quality reading recovery intervention and we have increased the number of Learning Coaches who support students with Maths- both in and outside of the classroom. Our Autism provision improved this year- again, with increased staff who hold the skills and knowledge to deliver excellent social skills, interaction 'role-play' and Emotional Literacy as part of wraparound ASD intervention offer. The majority of the students we support in the DSEN team, have stronger spelling outcomes than they do reading outcomes- the below graphic illustrates the gap in attainment in this area of comparison. We continue to focus our efforts around the key 'access' skill of reading and must also continue to explore how else we can support more students to achieve a functional reading age post Covid-19.

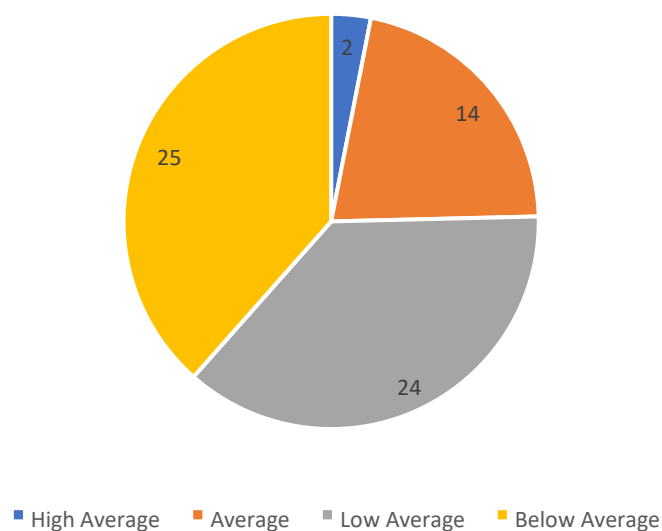
### **Impact of Intervention:**

The DSEN team were determined to return to a 'normal' intervention programme after the continued significant disruption of Lockdown 3. 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. We used Reading and Spelling testing (several times over the course of the year) to monitor progress in these skills and to help us identify intervention cohorts. Individual student data showed good progress given the low starting points and highly disrupted formal education through Year 6 and Year 7. The graphic below illustrates summative assessment data for Years 7-10.

### Reading Ages: standard scores



### Spelling Ages: standard scores



#### **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 to share information from year 6 to year 7 and from year 11 to Post-16
- ✓ Enhanced transition needs were identified and we were able to organise a number of individual tours for vulnerable and anxious year 6 students
- ✓ Parent/ guardian and SENCo/ Assistant SENCo meeting for learners joining the college with EHCPs or high needs
- ✓ CSW support and guidance in terms of selecting appropriate courses and to share their knowledge with learners and parent/ guardian for Post-16 pathways

- ✔ 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 2021 (in year 7) were supported through the offer of 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. A Vocational Skills group was offered to a small number of students in Year 10.

We worked with Post-16 providers to ensure that learners were prepared for transition to 6<sup>th</sup> Form Colleges, further education or training. We did this through our PSHEE programme and on-going external provider's advice and guidance. Additionally, for students on our RON, CSW 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 develop knowledge and understanding across the Estuaries MAT. DSEN team members regularly communicate and support each other and we were able to see this particularly through the development of our Speech and Language intervention programme and screener.

#### **Ongoing development:**

We worked hard to evaluate and improve our provision over the course of the year and we were able to recruit additional LC staff for a September 2021. 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 approach and the lead professional in the Inclusion Unit was able to use his considerable knowledge to enhance our delivery of a good quality SEMH facility. Our DSEN cohort continues to grow including our ASC cohort. We continue to recognise the 'hidden' challenges in the classroom with regards to Speech and Language difficulties and feel we are responding to that through the on-going adoption of Secondary Language Link screening and intervention programme; and through the roll-out of that intervention programme to more of our Learning Coaches.

#### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to DSEN support and provision should contact: [office@dawlish.devon.sch.uk](mailto:office@dawlish.devon.sch.uk) or contact the SENCo directly: [kwharton-darke@dawlish.devon.sch.uk](mailto:kwharton-darke@dawlish.devon.sch.uk).

#### **Other relevant information and documents:**

The Designated Safeguarding Lead at Dawlish College is: Kate Bukowski

The Designated Teacher for Children in Care at Dawlish College is: Kate Bukowski

The Local Authority's Offer can be found at:

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



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 Autumn Term 2022.