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**Dogsthorpe Academy  
SEN Local Offer  
(Information report)**

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Reviewed October 2022

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# 1. Types of SEN we provide for:

## Communication and Interaction

- *Autism Spectrum Conditions (inc. Asperger's Syndrome)*
- *Speech and Language Difficulties*



Every child on the SEND register is labelled with one of these as their main need, although many children will have needs in more than one category.



## Cognition and Learning

- *Dyslexia*
- *Dyscalculia*
- *Dyspraxia*
- *Moderate Learning Difficulties*

## Social, Emotional and Mental Difficulties

- *ADHD*
- *Attachment disorder*
- *Mental Illness–Depression*
- *Self harm*

## Sensory and/or physical needs

- *Vision/ hearing impairment*
- *Motor skill difficulties*



# 1. Types of SEN provision

<p>Targeted Specialist – Child needs a range of outside specialist support.</p>	<ul style="list-style-type: none"> <li>• Child has multi agency involvement</li> <li>• Child will be working towards, or will already have, a EHC plan.</li> <li>• Inclusion Manager to seek advice where necessary from outside specialists.</li> <li>• Training for adults involved in the care of the child to be regular.</li> <li>• Specialist assessments are used to recognise steps in learning.</li> <li>• Monitoring of the support given to the child through range of means and by a range of specialists.</li> <li>• Parent/carers are contacted frequently and kept up to date on the day to day progress of the child through a key adult.</li> </ul>
<p>Targeted – Child needs resources and support from one or more outside agencies</p>	<ul style="list-style-type: none"> <li>• ‘Cycle of Support’ in place and reviewed regularly</li> <li>• Advice sought by Inclusion Leader to outside agencies.</li> <li>• Child will be working towards , or already have, a Co ordinated plan in place.</li> <li>• Additional Training may be needed to support the child in school.</li> <li>• Additional arrangements and time will be needed in order for the child to receive specialist support.</li> <li>• Monitoring by Inclusion Manger and other outside specialists.</li> <li>• Complete CAF and start TAC</li> </ul>
<p>Universal Targeted – Needs are not being met through QFT</p>	<ul style="list-style-type: none"> <li>• First point concern form received by Inclusion Manager</li> <li>• ‘Cycle of support’ put in place using resources from <u>within school</u>.</li> <li>• Advice sought from Inclusion Manager and members of SLT</li> <li>• Progress monitored through analysis of extra and additional support that has been given</li> <li>• Monitoring by Inclusion manager through individual observations of the child</li> <li>• Half termly ‘Structured Conversations’ with parent/carers to discuss progress of child and next steps- Class Teacher and Inclusion Manager to attend.</li> <li>• Use of additional assessments , where needed.</li> </ul>
<p>Universal – has an identified additional need but is progressing well</p>	<ul style="list-style-type: none"> <li>• Needs met through quality first teaching</li> <li>• Advice sought through Phase Leader and other teachers</li> <li>• Progress monitored through Pupil Progress Meetings and data captures</li> <li>• Monitoring by inclusion Manager through Learning Walks/ Book Scrutinies/ Pupil Interviews</li> <li>• Parent/carer evenings used by Class Teacher as a time to share what is working well and next steps for the child</li> <li>• Training for students and NQTs.</li> <li>• Access to training as appropriate.</li> <li>• Whole school policies and procedures in place.</li> </ul>

## 2. The academy SEN policy can be found :

Dogsthorpe Academy  
SEND policy follows  
the guidelines provided by  
The Department for Education  
in their document:



Special Educational Needs; Code of Practice 0 to 25 years.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Our SEND policy can be viewed under the SEND area of our website.



## 3. Contacting the SENDCO



*SENDCo – Mrs Clarissa Day*

*Please contact me on class dojo, email or by phone*

*Tel 01733 343581*

*[cday@dogsthorpeacademy.org](mailto:cday@dogsthorpeacademy.org)*

I can :

- Offer advice about how to identify if your child has any special educational needs.
- Suggest ways to support your child at home.
- Make referrals to outside agencies.
- Lead multi-agency meetings to make sure your child's needs are met in school.
- Provide advice on any family needs and suggest who can help.



**ClassDojo**

Should you wish to speak or meet with me then please message me on class dojo, email me, ring the school office or speak with a member of our office staff to make an appointment.

Or the Advisory Council Member responsible for SEN at Greenwood Academy  
Trust:

[charlotte.krzanicki@greenwoodacademies.org](mailto:charlotte.krzanicki@greenwoodacademies.org)



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### 3. Contacting the SENDCO, if you have a Concern.



Firstly, raise any concerns with your child's class teacher.

The SENCO (inclusion leader) and other senior leaders will always be happy to talk to you either face to face, by class dojo, by phone, or by email.

If you are still not happy, please feel free to contact the Principal to discuss your concerns.





## 4. Teaching pupils with SEND

All pupils with SEN are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible but appropriately challenging for all pupils. Pupils have access to all aspects of the curriculum unless otherwise stated in a published EHC plan.

The quality of every teachers' provision for pupils with SEN is observed, monitored and challenged as part of the academy's quality assurance processes and the teachers' annual performance management arrangements.

The academy provides regular training throughout the year to support teachers in addressing specific SEN ensuring that pupils receive 'quality first teaching'.

Our aim is to encourage and prepare all pupils to become independent learners.

Some classes provide additional support in the classroom to help pupils access the lessons. Special Access Arrangements may be put in place for examinations. Targeted pupils may access additional learning opportunities to help them catch up.



## 4. Teaching pupils with SEND – Differentiation

We always aim to have an engaging and fun curriculum that all children can access, whatever their needs.

Our teachers have a duty to plan and deliver lessons based on knowing their children well and by adapting lessons quickly so that all children can receive the best outcomes.

We use a wide range of multi sensory resources and visual stimuli to ensure our children can access their learning in class.

Children will receive adult support where necessary to ensure they can access the curriculum.

Children can be provided with a range of access strategies for example: work in chunks, extra processing time and work breaks, this will help to ensure they are able to access the curriculum.

Every child who is identified as a SEND pupil will have a provision map that explains the bespoke ways that we are differentiating and planning for your child.



## 5. Accessing the Curriculum

We will provide the following to support children in their learning:

Adult support where appropriate

Flexible groupings

A wide range of visual and multi sensory resources

Appropriate teaching approach for a child's needs eg. hands on, visual, multi sensory

A range of access strategies such as work in chunks, work breaks, extra processing time

Access to ICT devices eg. iPad, notebook, laptop, voice recorder

Specialist equipment eg sloping boards, pencil grips, calming/fiddle toys, seating cushions, coloured overlays

Individual timetables/schedules

Interventions that will allow the child to further access the curriculum.

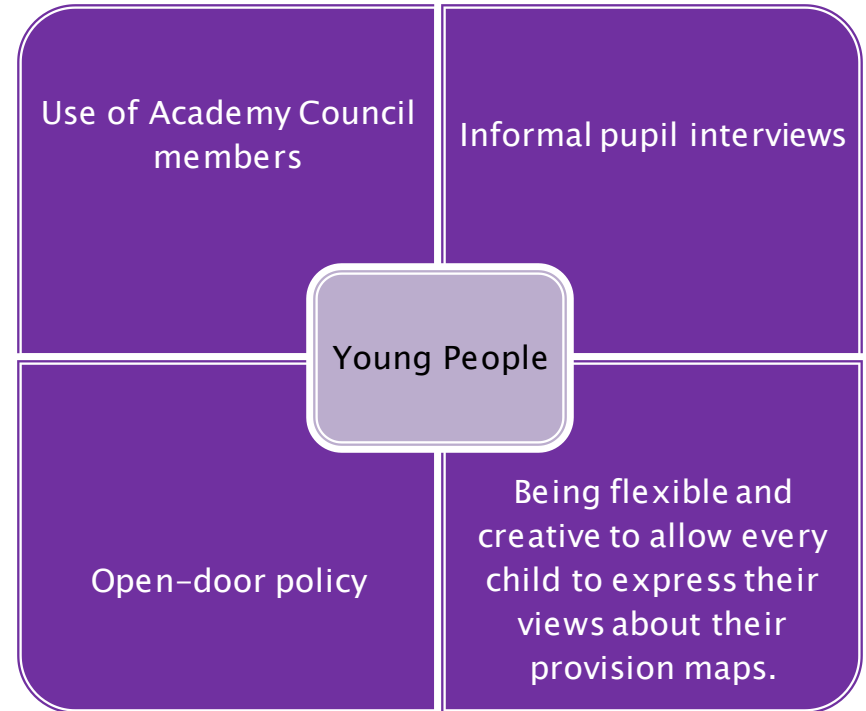
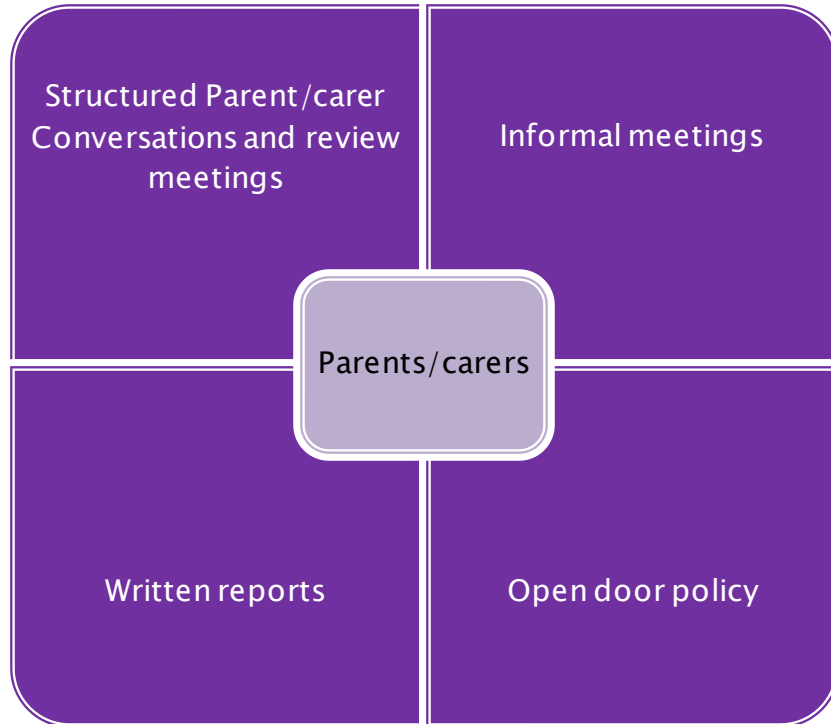
Interventions recommended by the local agencies.

## 6. Assessing and reviewing pupil progress.



## 7. Consulting with /carers and young people.

*We will ensure that we discuss any additional needs your child may have will all the right people. This will include you, as the parent/carers and the children themselves.*



## 8. Access to the Local Authority SEN offer.



DOGSTHORPE ACADEMY

The Local Authority's Local Offer is can be found at  
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/loc aloffer.page?familychannel=8>



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## 10. Preparing for the next step



Information gathering from all professionals involved with the child

The child makes extra visits to the school, if deemed appropriate

The child visits the school with parents/carers

SENCo contacts the previous school to discuss particular needs and support the child has received

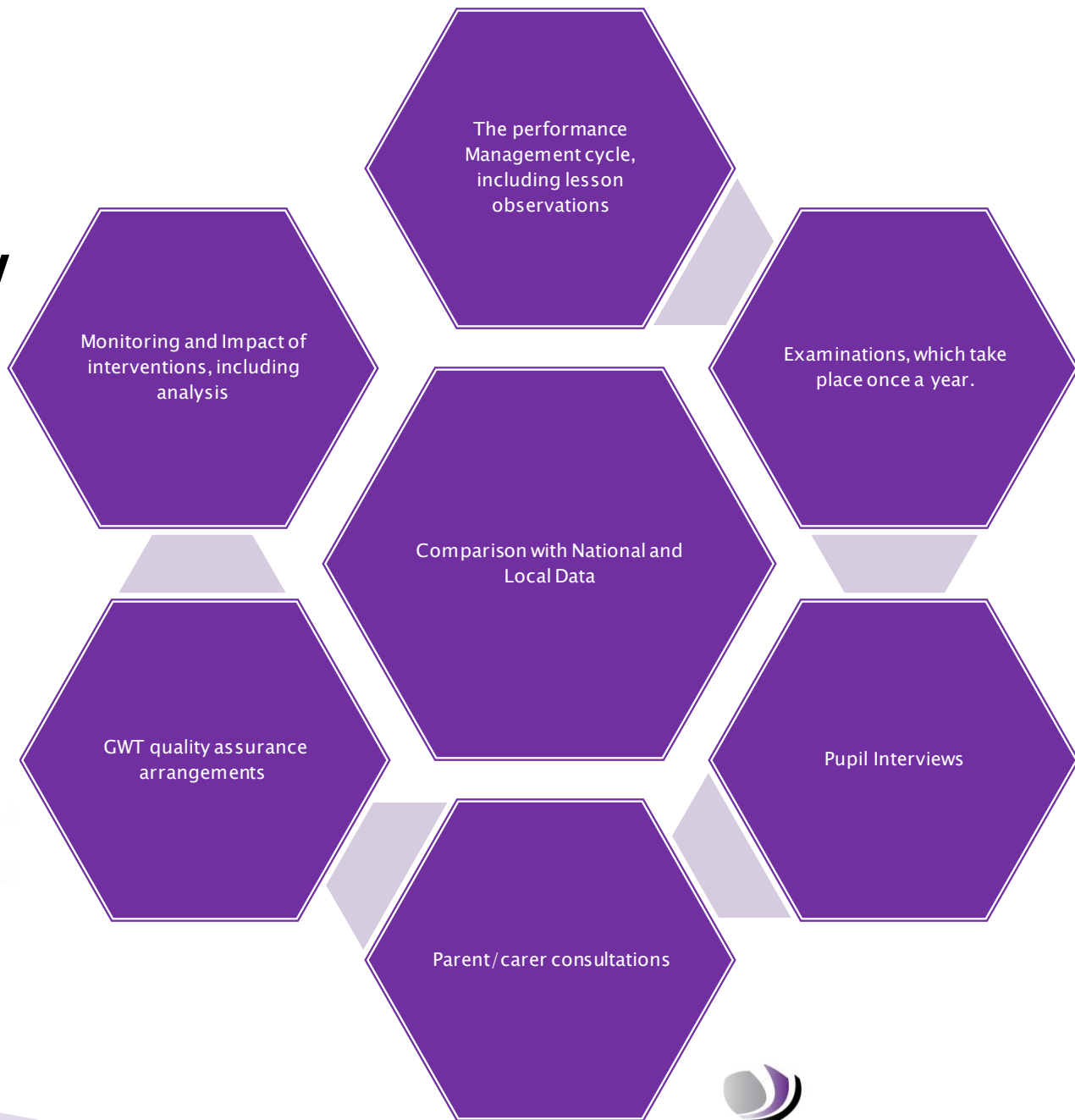
Transition meetings with the parent/carers and any other agencies working with the child.

SENCo may visit previous schools of children with Special Educational Needs





# *Evaluating Provision.*





## 12. Specialist Support –Internal.

Dean Papworth – Trained in Forest School Management, Counselling and 1 to 1 support for vulnerable children.

Nicola Colegate – Gastrostomy trained. Supporting children with Speech and Language issues, working with deaf and hard of hearing pupils, British sign language.

Andrea Nicholls – Supporting children with physical disabilities in wheel chairs.

Mandy Myers – Precision teaching expert – Trained to increase children's sight word knowledge

Nicky Hogg and Tina Bewick – Emotional literacy support assistants (Starting Nov 2022) They are trained to provide emotional and social skills support to children.

Kelly Mansfield – Forest School technician – To help pupils access the curriculum, gain social and emotional skills while outdoors.

Graham Camp – Nature Nurture group – To give pupils bespoke provisions to gain skills in regards to social engagement, deal with emotional regulation, make better decisions in regards to their learning, etc.

Karen Keymer – Family support worker



## 12. Specialist Support – External.

<b>Parent Partnership Office Tel: (01733) 863979</b>	<b>SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk</b>	<b>Educational Psychologist Open Access Consultation Services – Tel: (01733) 863689</b>
<b>Family Voice – Tel: (01733) 313184 or email chair@familyvoice.info</b>	<b>National Autistic Society (Peterborough branch) – Jackie Luland Tel: (01733) 577366 or email jackieluland@aol.com</b>	<b>Dyslexia Association – Tel: (01733) 808076</b>
<b>Peterborough Area Down’s Syndrome Group – Trudy Bollons Tel: (01733) 575948 Peterborough and District</b>		<b>Peterborough ADHD Support Group – Tel: (01733) 266702</b>



## 12. Specialist Support – External.

<p>Occupational Therapy Service – the SENCo can refer directly to this service, but a referral can come from a GP or paediatrician.</p>	<p>Support for Learning Ltd – an SEN consultant carries out assessments within the school setting. The assessments outline a child’s strengths and weaknesses and can identify specific learning difficulties eg Dyslexia</p>	<p>Educational Psychology Therapy Service – an Educational Psychologist assesses, observes and facilitates interventions within the school setting to provide advice on educational needs.</p>	<p>Speech and Language Therapy Service – pupils can be referred and seen by appointment or assessed in the school setting. SALT programmes are provided and if necessary monitored by a therapist.</p>
<p>School Nursing Team – they can provide support within the school setting or the family home</p>	<p>Visual Impairment Service – they provide advice to the school about how to support a pupil with a visual impairment</p>	<p>Hearing Impairment Service – they provide advice to the school about how to support a pupil with a hearing impairment</p>	<p>Community Paediatrician (NHS) – Family GP or SENCo can refer children. They provide medical advice and can diagnose specific difficulties such as ADHD and Autism.</p>
<p>Early Help Assessment (EHA) – Parents may be referred for additional support for their children. This is also the first step before children can be referred for ADHD or Autism.</p>	<p>Neurodevelopment – Diagnosis for ADHD and Autism. Please see Early help Assessment.</p> <p>Autism Outreach – school can request support for a child diagnosed with Autism, ADHD, Deaf and hard of hearing and physical disabilities.</p>	<p>Child and Mental Health Service (CAMHS) – support can be provided by a paediatrician</p>	<p>Pupil Referral Service – school can request support if a child is on the brink of exclusion</p>

# 13. Accessing Enrichment opportunities.

We will provide skilled additional adults to support children, where appropriate.

We will have flexible arrangements to meet the individual needs of children who attend enrichment opportunities.

Accessing enrichment opportunities will be discussed with parents/carers and any other external agencies so that accessibility needs are met.

We will carry out additional risk assessments and training all adults working with children who have specific needs.

We will look at adult to child ratios and additional resources that may be needed to support individual children when out of school for an educational or residential visit.



## 14. Identifying and assessing needs.

### **We do this by:**

- Listening to Parent/carer concerns.
- Listening to the concerns of the child.
- Observing the child.
- Carrying out additional assessments.
- Using school tracking data for reading, writing and maths
- Seeking advice from outside agencies
- Gathering Information provided by previous setting.

