



# GREENWOOD ACADEMIES TRUST

**Dogsthorpe Academy**  
**Last updated: October 2024**  
**Lead: Faye Massingham**

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for pupils with SEND, read our SEND policy.

You can find it on our website [www.dogsthorpeacademy.org](http://www.dogsthorpeacademy.org)

**Note:** If there are any terms that we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

# 1. WHAT TYPES OF SEN DOES THE ACADEMY PROVIDE FOR?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Faye Massingham.

Faye Massingham has 8 years' experience in this role, is a qualified teacher and has worked with primary aged children between the ages of 5 – 11 years. Faye achieved the National Award in Special Educational Needs Co-ordination in 2017 and has an NPQ in Leading behaviour and culture.

Faye Massingham has been allocated 4 days a week to manage SEN provision at Dogsthorpe Academy.

### Class teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Recently, class teachers and Teaching Assistants have had training on:

- Behaviour as a language training – lead by SENDCo and Head of Academy
- Autism (ASD) training delivered by the Autism Advisory Team (AAT) at Peterborough LA.
- Outcome training to support teachers to write APDR's.
- Sensory regulation strategies – alerting, calming, organising.

Staff have also had external training on relational practice.

### Learning Assistants (LAs)

We have a team of 16 TAs, including 1 higher-level learning assistant (HLTAs) who are trained to deliver SEN provision.

We have 2 learninging assistants who are trained to deliver ELSA interventions.

In the last academic year, TAs have been trained in:

- Assessing speech and language needs to support referrals to specialist services
- Precision teaching
- Autism (ASD) awareness
- Deaf awareness and Signed Supported English
- Behaviour as a language

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include, but are not limited to;

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians, as well as Academy nurses

- Child and adolescent mental health services (MHST)
- Education welfare officers
- Social services and other LA-provided support services

## 3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact the class teacher by calling the academy office on 01733 343581, or by email [admin@dogsthorpeacademy.org](mailto:admin@dogsthorpeacademy.org)

They will pass the message on to our SENCO, Faye Massingham, who will be in touch to discuss your concerns.

You can also contact the SENCO directly on [admin@dogsthorpeacademy.org](mailto:admin@dogsthorpeacademy.org)

01733 343581

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

## 4. HOW WILL THE ACADEMY KNOW IF MY CHILD NEEDS SEN SUPPORT?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academy work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, an occupational therapist, a paediatrician or in some case a specialist advisory teacher/team.

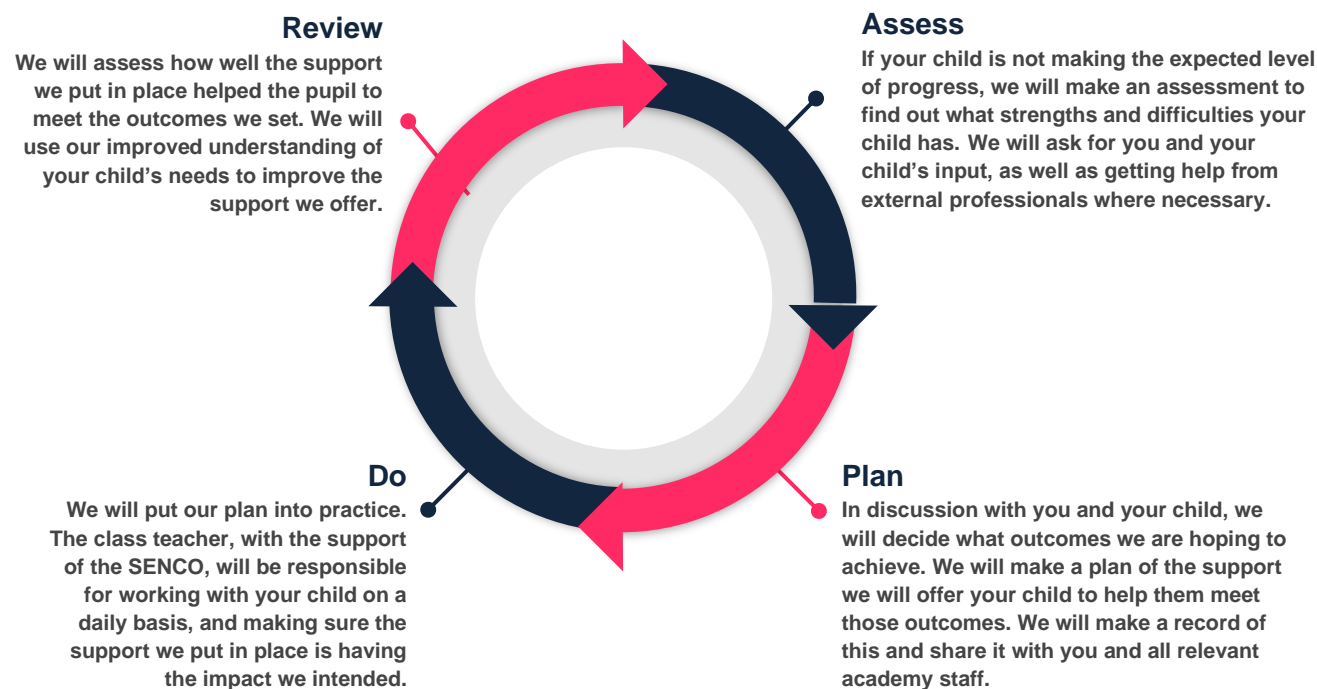
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## 5. HOW WILL THE ACADEMY MEASURE MY CHILD'S PROGRESS?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.



## 6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

We will provide annual reports on your child's progress and we will share your child's learning plans/APDR's with you at parent evenings.

Your child's class/form teacher will meet you 3 times per year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the office email [admin@dogsthorpeacademy.org](mailto:admin@dogsthorpeacademy.org) or by calling the academy office on 01733 343581

## 7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcome
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. HOW WILL THE ACADEMY ADAPT ITS TEACHING FOR MY CHILD?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include, but are not limited to;

Adapt this list to suit your academy's approach

- Adapting and scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered

For further information, please see our accessibility plan which is available via our academy website.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Lego groups Attention Autism
	Speech and language difficulties	Speech and language therapy Lego Groups
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Precision teaching Fluency Reading Targeted interventions linked to an area of the curriculum e.g. phonics
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Boxercise
	Adverse childhood experiences and/or mental health issues	Mentoring Nurture groups Boxercise ELSA Gardening Forest School
<b>Sensory and/or physical</b>	Hearing impairment	Ling sound check
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Sensory support in the sensory room Sensory circuits
	Physical impairment	Physiotherapy (as and when recommended by health specialist)

These interventions are part of our contribution to Peterborough's local offer.

## 9. HOW WILL THE ACADEMY EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We may evaluate the effectiveness of provision for your child by:

- Using provision maps, learning plans and academy data to measure progress each term
- Reviewing the impact of interventions after each cycle of Assess-plan-do-review
- Using pupil questionnaires
- Regular feedback from parents and carers
- Monitoring and analysis by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. HOW WILL THE ACADEMY RESOURCES BE SECURED FOR MY CHILD?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- New intervention resources
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover costs in line with the SEN Notional funding it receives. Beyond this the academy will consult with the local authority to secure funds.

## **11. HOW WILL THE ACADEMY MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?**

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our academy trips, including residential trips.

All pupils are encouraged to take part in sports day, academy plays, educational workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. HOW DOES THE ACADEMY MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

When a child with a disability is offered a place at our school, we would communicate with the parents to ensure a clear plan for transition. Our SENDCo or a member of the inclusion team, would make contact with the family, either face – to face or by telephone to gather information about the child to ensure a smooth and successful transition into our school. We may need to seek advice and training from professionals to ensure the medical needs of the child is met and the child can attend school safely.

- The Dogsthorpe Academy provides for the needs of children within the 7 to 11 age range within Dogsthorpe and the surrounding area. Pupils will be admitted at the age of 7+ without reference to ability or aptitude using the criteria set out in the policy. Admission to the academy is not dependent on any 'voluntary' contribution.
- The Greenwood Academies Trust is the Admissions Authority for the Dogsthorpe Academy. The Academy participates in the Local Authority co-ordinated scheme and all deadlines within that should be adhered to by applicants.
- When admitted to Year 3, our oversubscription criteria sets out that the academy will first accept all pupils with a statutory right to a place through an Education Health and Care Plan naming the Academy.
- Our full admissions policy can be viewed here [Dogsthorpe Academy - Admissions](#)

## 13. HOW DOES THE ACADEMY SUPPORT PUPILS WITH DISABILITIES?

Every child in our academy is encouraged to join in with all aspects of school life, regardless of whether they have a disability or not. The necessary adaptations will be made to ensure that this is possible.

In our academy we ensure that all children have access to the curriculum, by ensuring children have the correct equipment to support their needs e.g. laptops, Soundfield systems etc.

Children are able to access the whole site, as and when needed. The doors are wide enough for wheelchairs and everything is on the same level, with ramps located at every exit point if required.

We have a disabled toilet with a shower on site.

If you would like any further information regarding this, please see our Accessibility plan which can be found here: [Dogsthorpe Academy Accessibility Plan](#)



## 14. HOW WILL THE ACADEMY SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We talk to the child and listen to them. We take the time to develop positive relationships with the child and their family.
- We provide extra pastoral support for listening to the views of pupils with SEN by mentoring with our Learning Mentor and ELSA interventions
- We run nurture sessions for pupils who need extra support with social or emotional development which enables them to spend time in green spaces, either by gardening with Graham, engaging with forest school sessions and/or Boxercise sessions with YDP.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by educating children about kindness, respect and tolerance. We also teach children to recognise the signs of discrimination and explicitly teach them what they can do if they are concerned.

# 15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

## Between years

To help pupils with SEND be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND needs are discussed (transition meetings) to handover any vital information.
- Schedule lessons with the incoming teacher towards the end of the summer term so that the child can begin to develop positive relationships with their new teacher.

## Between settings

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting. We may also seek support from the LA to support the child as they move on to secondary school.

## Children transitioning into Year 3

- We hold a transition meeting for parents to come and find out about our academy and processes. The SENDCo will attend this meeting and is available to talk to parents.
- Our Year 3 teachers will meet with key staff in our feeder schools, to gather important information about your child.
- Our SENDCo will meet with key staff from the feeder school to discuss children who have been identified as having Special Educational Needs and/or Disabilities.

## Moving on to secondary education

The SENCO of the secondary setting will come into our academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having extra transition visits to the new school (if offered by the secondary school)
- Learning how to get organised independently
- Plugging any gaps in knowledge

## **16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?**

Emma Peacock, our Head of Academy, will work with Faye Massingham, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available on the academy's website and can be found in the complaints policy - [Greenwood Academies Trust - Policies](#)

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of this can be found within the local offer.

# 18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Peterborough Local Authorities local offer. Peterborough Local Authority publishes information about the local offer on their website:

[Peterborough Information Network | Peterborough SEND Information Hub \(Local Offer\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Peterborough Information Network | SEND Information Advice and Support Service - SENDIASS \(Local Offer\)](#)

Local charities that offer information and support to families of children with SEND are:

[Little Miracles - HOME \(littlemiraclescharity.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 19. GLOSSARY

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by an academy or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don’t necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- › **SEN information report** – a report that academies must publish on their website, which explains how the academy supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, academies or institutions or life stages