

SEND INFORMATION REPORT
April 2024

Review: April 2025

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Review: Annually

Dudley Port School is a school for pupils with a range of complex needs including Social, Emotional and Mental Health (SEMH) aged 11-16. The school is part of the Horizon Group of schools.

SEN Provision at Dudley Port School

Dudley Port School currently provides additional and/or different provision for a range of needs including:

- Communication and interaction difficulties, for example, autistic spectrum condition and pupils with speech and language difficulties
- Cognition and learning difficulties, for example, dyslexia, dyspraxia moderate and multiple learning difficulties
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and Oppositional Defiant Disorder (ODD)
- Sensory and or physical disability, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

We understand that each of our pupils are individual and bring with them unique styles of learning and differing abilities, talents, and interests. At Horizon we focus on a strength-based approach to supporting our pupils, this approach seeks to identify and utilise strengths that already exist for the student.

In-house therapists work closely with SENCO's across Horizon to ensure that the individual needs of all pupils are fully understood. In-house therapists and SENCO's work collaboratively to consider any barriers to learning, focusing on a non-labelling approach where we will work together with the student and education colleagues to overcome barriers to learning and allow each student to make progress within education.

7C's Strength Based Framework

At Horizon we have adopted the 7 C's framework (© Judith Carter 2021) for pupils who have Special Educational Needs. This is a strengths-based framework providing a shared language which helps assess learning barriers and identify current strengths focused on seven elements encompassing forty-nine themes within these.

The seven elements of the 7Cs are:

- Cognition
- Communication
- Compassion
- Control
- Co-ordination
- Creativity
- Curriculum

The 7C's portfolio is completed at the beginning of the academic year and will guide our young people to identify their strengths and areas for development. The areas for development will frame the goals set within the action plan. The 7C's portfolio and action plan will integrate with the needs specified within a young person's EHCP. This document helps the SENCO populate the Individual Classroom Plan that will support young people to achieve their goals.

On entry to Dudley Port School, the Horizon Assessment Framework is followed (Figure 1 and Figure 2). As part of this assessment framework, pupils complete Cognitive Ability Tests and a reading test to identify those pupils who may require additional support during their time here. These tests are evaluated, together with information from their previous school (including end of Key Stage outcomes), their current EHCP documentation and latest Annual Review and therapy reports. Teachers regularly assess each student every half-term.

These assessments identify those pupils whose progress:

- Is significantly lower than those of their peers, starting from the same baseline.
- Does not match or is better than the student's previous rate of progress.
- Does not close the attainment gap between the student and their peers.
- Widens the attainment gap.

Our assessments will include progress in other areas than attainment, for example, social skills. Slow progress and/or low attainment do not mean that the school a student is recorded as having special educational needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress in attainment and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed.

Throughout the academic year, teachers can also refer a student to the SENDCo via the SEND referral form, which could allow for pupils to receive additional support. There are also strong, established links between the SENCO, the Pastoral Team, the Safeguarding Team and the Senior Leadership Team. These professionals meet on a weekly basis to discuss pupils who may require additional support either internally and/or via an external body.

Figure 1 – Assessment Framework Flow Chart

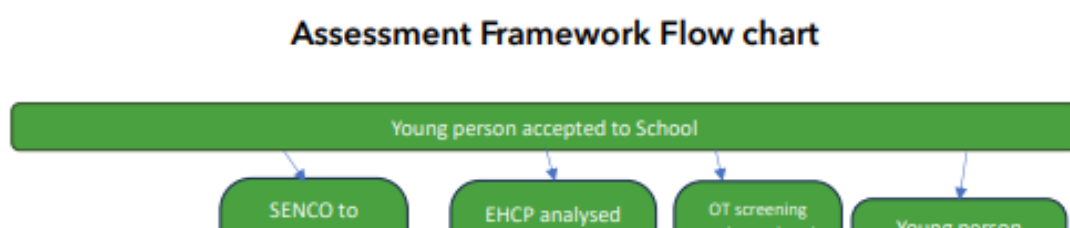


Figure 2 – Horizon’s Education Tube Map

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Education Tube Map



Consulting and involving Pupils and Parents

Following a student being identified as requiring additional support from the SEND team, the school will confirm the nature of the intervention to the student and parents. Pupils will be monitored after the intervention has concluded, to gauge if further interventions are needed. The SENCO will share the details of the support/intervention with the student and parents/carers. This is to:

- enable the student and their parents to provide their views on what the school is proposing and take their views into consideration.
- everyone agrees on the intended outcomes of the support.

Notes of these discussions will be held on the student's record.

Assessing and reviewing pupils' progress

Dudley Port School follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Student progress is monitored regularly and formally every term. Targets are given in English, reading, writing and other curriculum areas, as appropriate, for example, attendance, engagement in learning, and behaviour.

This may include:

- the teacher's assessment and experience of the student.
- their previous progress and attainment and attitude to learning.
- other teachers' assessments, where relevant.
- the student's development, in comparison to their peers and national data.
- the views of the student.
- the views and experiences of parents/carers.
- advice from external support services, if relevant.

Parent/carers will be kept informed in a range of ways, including:

- Letters and certificates sent home.
- Daily communication – via email or an agreed alternative.
- Additional meetings – Annual Reviews.
- Parents' Evening.
- Reports and Assessment outcomes.

Assessments will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress and make changes as necessary.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and pupils on what information will be shared as part of the transition. Where possible, EHCP annual reviews scheduled in Year 11 will involve a post-16 institution representative to which the student wishes to move.

Regular contact is established and maintained with that institution, and any relevant information is shared. The SENCO and Pastoral Leads are also available to support families with visits to post-16 education institutions and will, upon request, accompany families on visits. Pupils with SEND are supported with preparing for adulthood by regular contact with careers advisors, who have experience and knowledge of post-16 choices for pupils with SEND.

Our approach to teaching pupils with Special Educational Needs

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to the pupils at Dudley Port School with personalised adaptive teaching for individual pupils in line with the system of student profiles and the teacher's knowledge of the pupils. The curriculum will be adapted to ensure that pupils with SEND have equal access to a broad and balanced curriculum. The SENCO will monitor and track teaching and learning for SEND pupils regularly and will provide feedback to teachers. Where necessary, the SENCO will support staff in strategies to enable pupils to have full access to the curriculum.

We will also draw on a range of interventions, including:

- Reading and Spelling practice
- Horizon Blocks
- REALS (Relationships, Emotions, Assertiveness and Life Skills)
- Pastoral support for academic anxiety
- Zones of Regulation
- Emotion Coaching
- In-house therapy support

PACE

Playfulness

Acceptance

Curiosity

Empathy

PACE is a way of thinking, feeling, communicating and behaving that helps young people to feel safe. It is based on how parents connect with their very young infants.

The principles of PACE are integrated into our SHINE Therapeutic Model, and we strive to promote healing, growth, and positive change in the lives of children and young people.

SHINE

Supporting Healing in Nurturing Environments

SHINE brings together current research and best practices for supporting young people who may have experienced trauma and adversity. SHINE allows staff to practice using psychologically informed, and trauma-responsive approaches to care, support, and education.

Co-regulation room

The co-regulation room is a space in school where pupils can go to, self-regulate and work through their emotions and challenges.

Adaptations to the curriculum and learning environment

We make it our priority to ensure that the curriculum is an ambitious curriculum for all. Teachers are responsible for adapting the curriculum to enable full access and remove barriers to learning. Regular training is provided to teachers and support staff in the range of strategies that can be adopted to facilitate pupils' access to the curriculum. Teachers will refer to subject-specific considerations, particularly how to support pupils in subjects with high cognitive overload.

Dudley Port School is based in Tipton and consists of two floors with classrooms on both levels. There is no lift in the school, but several classes are on the ground floor, and specialist classrooms, such as Food Technology is located on the ground floor.

More details of the adaptations the school has made to the curriculum and learning environment can be found in our Accessibility Pla

Additional support for learning

Where pupils are identified as needing further support in a particular area, additional support can include:

- A programme of interventions from trained teaching assistants, either in small groups or 1:1
- 1:1 in-class support. This is usually to support pupils in the short-term with the aim to re-join small-classroom provision when they are ready. Pupils are educated in 1:1 provision to overcome barriers in accessing learning in the lessons.

We work with the following agencies to provide support for pupils with SEND:

- In-house therapists
- Child and Adolescent Mental Health Service (CAMHS)
- Mentoring services
- Work placements
- External training providers

Expertise and Training of Staff

All teachers are regularly updated on SEN pedagogy. The SENCO runs on meeting the needs of pupils with special educational needs, and often, experts in a specific educational need come into school to deliver training to staff.

The SENCO has completed the National Award for Special Educational Needs Co-ordinator (NASENCO)

There is a strong team of support staff at the school who support pupils with special educational needs. They receive regular training, which includes medical and personal support, neurodiversity, modification of resources, and specific training to run interventions.

Evaluating the effectiveness of SEN Provision

SEN provision is evaluated regularly. The SENCO conducts data analysis of pupils' outcomes to evaluate how well pupils are achieving compared to their peers. The SEN team regularly visits classes to observe how well pupils are being supported to access the curriculum. Evaluation of the quality of education includes monitoring of pupils'

work.

In the whole school analysis of behaviour incidents and attendance and exclusion and any emerging trends are identified with follow-up actions discussed with the pastoral team, teachers, and support staff. Pupils are regularly surveyed for their views on how effective the school provision is for their needs.

In Annual Reviews and interim Annual Reviews for pupils at Dudley Port School, individual targets, and outcomes are closely monitored and reviewed via Support Plans to ensure the short-term targets remain relevant and guide the pupils to achieve their outcomes. The pupil takes an active role in creating these targets, and parents/carers' views are sought at these meetings so that they feel involved in their pupil's education and can provide feedback on the provision the school is making for their needs.

Student voice plays an integral part in evaluating the effectiveness of SEND provision.

Opportunities for pupils to do so include:

- Through the completion of the 7C's portfolio
- Through regular monitoring activities conducted by the SENCO
- During the evaluation of the quality of education carried out by senior leaders
- During pupil voice sessions and surveys
- As part of the Annual Review Process

Interventions are evaluated on a regular basis through observations and the impact on outcomes. The school uses guidance from the Education Endowment Fund to keep updated on research and the evaluation of interventions.

Working with pupils with SEND who are also Looked After (LAC)

For pupils who are Looked After, we will consult with the virtual school head and SENCO, as appropriate, for personalised support. We also liaise with the pupil's allocated social worker to ensure all the agencies work collaboratively to develop an appropriate support package for the pupil.

We review the pupil's needs and progress regularly, for example, before entering the school to ensure a smooth transition from their previous setting, and then, at regular

intervals, we check on how the pupil has settled into the school. We ensure Pupil Premium funding is used effectively to enable the pupil to meet their outcomes. The SENCO ensures that training and policies support Looked After children with their SEND.

Enabling pupils with SEND to engage in activities.

No pupil is ever excluded from participating in activities because of their SEN or disability. All our extracurricular activities and school visits are available to all our pupils. All pupils are encouraged to participate in the extensive range of opportunities available in the school, such as sports day, reward trips, and excursions. All activities are risk-assessed to ensure suitability for our pupils.

Personal risk assessments are in place for identified pupils to ensure they are safe. The school site is regularly audited for accessibility, as detailed in our Accessibility Policy. The school is committed to improving the physical environment to enable disabled pupils to take advantage of our facilities and services.

Admissions

We abide by the SEN Code of Practice. Please consult the school's Admissions Policy.

Support for improving Emotional and Social development.

The SEND and Pastoral departments work closely together. Regular meetings are planned in which the needs of pupils with SEND and those pupils who are under review, are discussed.

There are several ways that Dudley Port School supports the emotional and social development of pupils, including the following:

- SEMH interventions.

- 'Check-ins' for identified pupils.
- Break time provision for identified pupils.
- Lunch time provision for identified pupils.
- Pastoral support
- In-house therapists

The school operates a 'no tolerance' approach to bullying and discrimination. This is in place to support all pupils.

Working with other agencies

When working with other agencies, we take a holistic approach to all decisions being made with the pupil's best interests in mind. The SENCO always works collaboratively with professionals involved in the provision of SEND support at the school.

Complaints about SEN provision

We hope that the school provides a range of opportunities for parents to raise concerns, if they have any, about the provision for their child. We recognise that there may be occasions when parents do not feel their complaint has been fully resolved and would want to escalate their concerns. In these cases, complaints about SEN provision in our school should be made to the SENCO in the first instance. The complaint will be then referred to the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal, if they believe that our school has discriminated against their child.

Parents can make a claim about alleged discrimination regarding exclusions, provision of education and associated services, and making reasonable adjustments, including the provision of auxiliary aids and services.

Details of support services for parents of pupils with SEN

CYPMHS: <https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs/>

Contact details

SENCO & Designated Teacher: Julie Jones – julie.jones@horizoncare.co.uk

Dudley Port School

Dudley Port Training Centre

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Tipton

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0121 557 7544

Head of SEND: Alexandra Davenport – alexandra.davenport@horizoncare.co.uk

LOCAL AUTHORITY LOCAL OFFER

Our local authority's Special Educational Needs and Disability Local Offer is published here:

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>