

Dove House School Academy SEN Information Report

Government Legislation requires us to publish a new report called the SEN Information Report (Clause 65 of the new SEN legislation in the Children and Families Act 2014).

This report is co-produced by The Headteacher and SENCO and reviewed by the Board of Trustees

Dove House School Academy Trust is a secondary school and Post 16 provision for pupils with moderate learning difficulties. Many of our pupils also have additional difficulties, which preclude them from accessing the curriculum at a mainstream school.

The school runs a secondary curriculum model whereby pupils are taught in chronological year groups, move between lessons and are taught by specialist teachers in each subject. We believe that all young people are entitled to an education that is appropriate to their needs, promotes high standards and fulfils potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our aim is to ensure our pupils grow into well rounded young adults, living as independently as possible and taking the lead in living aspirational lives.

Our specialist Post 16 provision focuses on preparing young people with SEN for employment.

Our school currently provides additional and/or different provision for a range of needs, including: **Communication and interaction**, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia, global learning difficulties

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Question	School Self Evaluation
How does the school know if children / young people need extra help?	<ul style="list-style-type: none"> • All pupils are assessed and screened on entry to the school. • All pupils have an Education, Health and Care Plan (EHCP) which identifies each child's special needs. • Concerns are raised by parents/carers, teachers, support staff and the pupil's previous school. • The pupil is not making sufficient progress. • Change in the pupil's behaviour. • The pupil asks for additional help.
How will the curriculum be matched to, and how will staff support, my child's/young person's needs?	<p>The school has a very calm and caring ethos which is designed to provide the maximum learning opportunities for all pupils.</p> <p>Whenever possible additional classroom support is provided in most lessons. The majority of classroom support is targeted at subjects rather than individual pupils, e.g. classroom assistants work with all pupils in the group rather than just one pupil.</p>

	<p>The National Curriculum</p> <ul style="list-style-type: none"> The school delivers a broad and balanced curriculum and each pupil follows the National Curriculum at the correct age-related Key Stage, at a level appropriate to their need. <p>Autism</p> <ul style="list-style-type: none"> The school has a well-resourced provision for Autistic Spectrum Condition (ASC) under the direction of the Learning Support Base Manager. This includes the Learning Support Base for those pupils with profound ASC or social communication difficulties. There is also an ASC based tutor group in each Key Stage which accommodates those pupils who need additional support on a daily basis. <p>Specific Learning Difficulties</p> <ul style="list-style-type: none"> Those pupils with highly specific difficulties in reading, writing, physical, emotional and communication skills are supported individually by the school's therapy centre and/or withdrawal sessions and are provided with programmes to meet their individual needs. <p>Lifeskills</p> <ul style="list-style-type: none"> All pupils take part in a Lifeskills programme in preparation for their future life as successful citizens. <p>Personal Challenge</p> <ul style="list-style-type: none"> This course is run for all pupils with the aim of improving their self-confidence and esteem. <p>Individual Needs</p> <ul style="list-style-type: none"> Each pupil's needs are considered on an individual basis and they will have an EHCP which summarises their difficulties. From the annual review of this, a provision map/plan is developed for each pupil. This plan usually covers learning targets in the following areas: <ul style="list-style-type: none"> Sensory and physical needs Cognition and learning needs Communication and interaction needs Social, Emotional and Mental Health needs Independence <p>Post 16 Learners</p> <ul style="list-style-type: none"> Post 16 receive a high level of support in the classroom but also out in the community to build independence. Often learners will work one to one with an adult for travel training. Each learners' programme is carefully tailored to meet their individual career aspirations. Each young person is given their own business mentor who visits them every half term. During their supported internship year, learners benefit from a job coach to help develop their skills in the workplace. Where appropriate, we apply for Access to Work funding to support this.
<p>How will I know how my child/young person is doing and how will you help me to support my child's/young</p>	<ul style="list-style-type: none"> Parents can make an appointment at any time to see the Headteacher, Special Educational Needs Coordinator (SENCO) or their child's tutor. The school operates a Parent Partnership service for all pupils and their families. The Parent Partnership Officer will liaise with parents to draw up an admissions profile for the pupil on entry

<p>person's learning?</p>	<p>and a transition plan in Y9, Y10, and Y11 in preparation for leaving at 16.</p> <ul style="list-style-type: none"> • Each pupil has a Home School Diary which they complete and take home every day. This enables a two-way open dialogue with parents, and we value the communication that takes place. • All pupils have a Personal Development Tracker which enable pupils to develop their social skills. Targets could include listening and understanding, expressive communication, being with others, understanding and regulating emotions, independence and organisation skills. Targets are monitored on a lesson by lesson basis by teaching staff and reviewed at least every half term by the pupils' tutors. Pupils who receive additional help such as Pupil Additional Literacy support (PALS), Occupational Therapy (OT) and Speech and language Therapy (SaLT) will have separate targets for these areas. • The school holds annual reviews for every pupil to review their EHCP to look at how well the provision is meeting your child's needs. • The school holds an Open Evening, New Parents' Evening and Parents' Evenings as well as other information evenings and school productions. Parents are always invited to attend such events and are warmly welcomed. <p>Post 16</p> <ul style="list-style-type: none"> • All new learners receive a planning meeting before they transition in. Parents are welcomed and encouraged to keep in close contact with staff by phone, email and in person. This is critical when we are supporting learners to become more independent, so that skills and progress are shared between a young persons' key environments. Due to our small numbers, parents are actively involved in planning and decision making for learners. When we cover aspects in the Post 16 curriculum (e.g. housing) we will send home the documents so that parents can be involved and take the next steps if they feel they are appropriate. Learner appraisals are sent home at the end of each term to show progress, with one full report each year. There is also an in-depth EHCP meeting for each learner. When learners leave, they are given an exit report about their levels of independence across different environments and their skills, qualities and qualifications.
<p>How does the school know how well my child is doing?</p>	<p>The criteria for measuring the school effectiveness is the progress of individual pupils in both personal and academic terms. This can be seen in the following:</p> <ul style="list-style-type: none"> • Level of public accreditation gained by the pupils • Literacy and Numeracy standardised scores • Placement at 16/NEET (Not in Employment, Education or Training) information • OFSTED reports • Surveys of students and parents • Academic progress assessed quarterly using classroom monitor • Recorded comments on the pupil's annual review from pupils and their parents • Attendance figures • Personal Development Trackers

	<ul style="list-style-type: none"> • Improvements in social skills/behaviour • Post 16 'Preparation for Employment' tracker.
<p>What support will there be for my child's/young person's overall wellbeing?</p>	<p>Every effort is made to ensure that all pupils are known, valued and cared for as individuals.</p> <ul style="list-style-type: none"> • Each pupil's tutor has the overall responsibility for the pastoral, medical and social care of the pupils in their tutor group. • The Assistant Headteacher (pastoral) and Parent Partnership Officer track attendance. • Dove House School has a Designated Safeguarding Lead (DSL) and Deputy DSLs who ensure pupils' safeguarding. All receive regular training from Hampshire County Council. All staff members have regular Child Protection training. • The schools' Assistant Headteacher (Pastoral) and Key Stage Leads ensure high quality provision for those with challenging behaviour. Staff are routinely trained in Team Teach strategies by two accredited members of staff. • We have a Pastoral base which is always staffed for pupils who may need to take some "time out" of their lessons or require additional support to access the curriculum. • The school's Parent Partnership Officer liaises with parents and deals with any difficulties they may have e.g. transport, housing, benefits etc which could impact the pupil. • The school has an Educational Psychologist who supports pupils and advises staff. • The school has a counsellor who supports pupils with additional wellbeing needs. • Pupils on the Autistic spectrum are supported by the schools' ASC provision. • The majority of staff have taken an additional qualification in the teaching of Autistic pupils – Positive Approaches to Autism in Hampshire Schools (PAATHS) • Pupils have many opportunities to experience and share a wide range of activities on and off the school site. • Pupils take part in "My Time" activities on a weekly basis to support their mental health. • Our school council enables pupils to have a say in setting local priorities. • Each pupil requiring behaviour support will have their own behaviour support plan (IBMP) designed to reduce the need for interventions and to minimise the risk of exclusion. • Individual pupil risk assessments are produced where necessary. • Personal Emergency Evacuation Plans (PEEP) are used to ensure that pupils who require assistance, because of a physically disabling or medical condition, are safely evacuated in the event of an emergency. <p>Post 16</p> <ul style="list-style-type: none"> • Post 16 learners have a Confidence and Esteem Group (CEG). These are small group sessions for all learners with content based around raising confidence and esteem. • All Post 16 learners receive Enabling Positive Interaction and Communication (EPIC) sessions which help them confidently

	<p>communicate with others, therefore improving social skills and the ability to access the world around them.</p> <ul style="list-style-type: none"> • PHSE and Life skills at Post 16 is core and all learners take part throughout the duration of their programme. • We have close links with the school nurse who runs open access sessions for learners. • We have a fitness and D of E curriculum at Post 16 which promotes physical activity, health and wellbeing. • Post 16 has business mentors and an active student council run by an external volunteer to ensure that learners have opportunities to openly discuss their views and opinions safely to others who aren't their teachers. • Learner's workplaces are checked to ensure that they are safe and supported in external environments. Employers are given training to understand how to meet learner's needs to help their progress.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • The school has a comprehensive policy for the administration of medicines which is in line with DfE requirements. The policy can be accessed on our website.
<p>What specialist services and expertise are available at, or accessed by, the school?</p>	<p>The school engages with a range of professionals entirely in response to individual pupils needs.</p> <p>They include the following:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Educational Psychologist • PALS – Pupil Additional Literacy support (SPLd) • Hearing Impairment advisors • Visual Impairment advisors • Child and Adolescent Mental Health Services (CAMHS) • National Health services (Physiotherapy, sexual health) • Local Education authorities • School Nursing Team • Portsmouth Down Syndrome Association • Children's services • Transitional Social workers • Access to Work
<p>What training have the staff supporting children/young people with SEND had or are having?</p>	<p>The school's SENCO is responsible for developing the expertise of staff in SEN by identifying whole school and individual training needs and subsequently organising appropriate learning opportunities.</p> <ul style="list-style-type: none"> • All staff receive induction training when they join the school; this includes basic training on how best to support pupils with learning difficulties. Further training is identified through the Performance Management process. • Appropriate staff access the following: Team Teach (positive behaviour management); Mental Health and Wellbeing. • Nearly all teaching staff hold an additional qualification in the teaching of autism (PAATHS) and use TEACCH strategies. • Advice from the support teachers for visually and hearing-impaired pupils is implemented

	<ul style="list-style-type: none"> • The school has three specialist teachers for teaching pupils with Dyslexia who deliver training to staff. • The school has an Occupational Therapist who delivers training to staff. • The school has two Speech and Language Therapists who deliver training to staff. • Speech and Language therapists, physiotherapists, and occupational therapists work closely with school staff to set up and review therapy programmes to support individual pupils' needs. • The school also runs its own Autism courses
<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wider range of experiences than could be provided on the school site alone, as well as promoting the independence of our pupils as learners</p> <ul style="list-style-type: none"> • All pupils are included in every aspect of the school curriculum, whenever possible. • All visits and activities are risk assessed to ensure they are appropriate for individual pupils. • The school runs many offsite and residential activities specifically tailored to SEN pupils • Our curriculum promotes the transition of skills into the community. • After school clubs are provided and run by staff, as well as some external providers, which are tailored to SEN pupils. • Staff have undertaken outdoor leader qualifications and are skilled at adapting trips to make them accessible and inclusive for all pupils.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The main school building is situated on two floors making movement to the first floor difficult and challenging for some pupils. The structure of the building makes it impossible to have a lift fitted. However, any pupil that has difficulty accessing the school is given specific help to get round these difficulties whenever possible. • Post 16 and C block have a lift to aid accessibility. • Inside and outside the building there are visual supports for visually impaired pupils. • There are disabled changing and toilet facilities throughout the school buildings. • The school is a fully carpeted building with acoustic-friendly classrooms which cut down on background noise. • Disabled parking is available at the front of the school • Some pupils have individual resources provided via Hampshire County Council's Equipment Loan or Purchase schemes, or purchased via the school budget. Examples include a braille writer machine or sloped writing board. • Post 16 have their own minibus and access to neighbouring gym facilities which are suitable for disabled learners. <p>The schools Accessibility policy can be found on the school website.</p>
<p>How will the school prepare and support my child/young person to join the school or transfer to</p>	<p>Transferring to Dove House School:</p> <ul style="list-style-type: none"> • Any pupil who attends Dove House School will be visited by the school's Parent Partnership Officer, who will compile a profile of the pupil's needs and guide them through the transition process.

<p>a new setting / school / college or the next stage of education and life?</p>	<ul style="list-style-type: none"> • All prospective pupils are encouraged to spend at least a day at our school as part of their transition programme. This may vary in each individual case. • Parents and pupils are invited to attend a transition evening. • Specialist help is provided for all pupils on the Autistic spectrum. • The SENCO and Head of Key Stage 3 liaise with each feeder school over the pupil's transition. • The SENCO will attend the pupils last EHCP review where requested. • As an academy the school does have the facility to take pupils on a trial basis in exceptional circumstances. • At Key Stage 4, each pupil follows an individual Pathways Programme into Post 16 life. <p>Transferring to another school:</p> <ul style="list-style-type: none"> • If a pupil moves to another school, the SENCO will liaise with the new school to ensure a smooth transition. Staff from the new school are welcome to visit us to support the transfer to their school. <p>Moving on from Dove House School:</p> <ul style="list-style-type: none"> • Most pupils will have taken part in work experience. • Most pupils leave Dove House School aged 16 or 19 years old. We prepare them for this transition throughout their last three years at school. • Our Parent Partnership Officer works with each pupil and their families towards the pupil's career goals. • Pupils visit our Post 16 provision as well as a variety of colleges as part of the transition process. • Presently all pupils leave at the end of Year 11 to go to our Post 16 provision or other educational providers. • The school runs a Link Centre for Post 16 learners so that Dove House School can follow pupils' progress <p>Moving on from Dove House Post 16:</p> <ul style="list-style-type: none"> • Learners receive carefully planned support to transition them into employment which starts after Easter each year. • There is a handover period to Ways into Work if learners continue to need more support once they leave us. • For those moving into another educational provision or apprenticeship after Post 16, we support this process by filling in applications, arranging interviews and escorting learners on transition visits.
<p>How are the school's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> • The school is resourced by the DfE and the Local Authority to provide small class sizes and levels of staffing to meet pupil's needs as identified in their EHCPs. • Where individual pupils need specific resources that are identified within Section F of their EHCP, the arrangements for the provision of this is agreed with the Local Authority prior to the pupil starting at Dove House School.

	<ul style="list-style-type: none"> • Pupil premium funding is allocated across the school as we do not have an attainment gap differential. The impact of the funding on pupil achievement is reported. • At Post 16 applications are made for Access to Work Funding to better support learners within the workplace.
How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • The pupil's EHCP identifies their current needs. This is then used as a basis of audit in order to gain a level of step funding to support their individual needs. • This is agreed through discussion between the school and Local Authority
How are parents/carers involved in the school? How can I be involved?	<ul style="list-style-type: none"> • Termly newsletters • Parent questionnaires • Parent forum • Parent coffee drop ins • Facebook site • Parent Information Evenings e.g. guest speakers with specific focuses
Who can I contact for further information?	<ul style="list-style-type: none"> • The first point of contact is your child's class tutor. • The school's SENCO • The school's website which includes various school policies and other information. • Contact the school's Parent Partnership Officer through the school office.
Who should I contact if I am considering whether my child should join the school?	<p>The Headteacher or SENCO meet all prospective parents/carers and introduce them to our school. Please contact the school to arrange an appointment.</p> <p>Referrals are made by the Local Authority and considered by the Headteacher and SENCO. Referrals are considered against the following criteria:</p> <ul style="list-style-type: none"> • The individual pupil's needs and the provision offered in the school e.g. the pupil has the necessary skills to access the curricular provision in the school. • The integration of the pupil in relation to the other pupils in the school and the composition of the teaching groups they will go into. • The efficient and effective use of the school's resources.
Contact names	<p>Interim Headteacher: Chris Toner Head of Post 16: Kate Read SENCO: Karen Ollive Parent Partnership Officer: Jacky Gamble</p>