

1. Introduction

As an Academy, we continue to live by our values and vision that all students will aspire to greatness through the demonstration of character and virtues. Things have become more settled after Covid- 19 disruptions that led to several internal changes to accommodate the challenges of the pandemic. The impact of the pandemic on SEND students was massive due to their vulnerability and variety of needs.

We are happy to announce that things have now come back to normal physically, however the mental and emotional impact continues to be felt across the Dorcan community and students with SEND. This is because the number of students with SEMH has increased slightly.

Our aim is to see students with SEND able to access lessons more confidently through additional support and appropriate provision, meeting their targets and ensuring their personal successes.

It is gratifying to note that the latest OFSTED report of July 2022 describes Dorcan Academy as a 'Good school' in all categories. Below are some of the key notes that OFSTED mentioned:

- The SENCO knows students well; there is strong ambition for all SEND students, especially in Maths
- The SEND provides bespoke interventions, and these are effective, ambitious and help meet the needs of students with SEND
- There is an enhanced transition for students with SEND
- There is an impressive focus on reading and vocabulary
- There was no evidence of watering down of the curriculum for SEND students.

At Dorcan Academy the following facilities are available to support its SEND provision:

- The Nurture room (Nest):
- The Bridge: for use with vulnerable and high needs students, including those with anxiety. It is also a transitional base for students who are returning to school after long absence from school.
- Counselling sessions from a qualified counsellor who provides 4 days of sessions to targeted students.
- ELSA: A new facility and more comfortable room has been allocated for ELSA small group sessions as well as 1:1 session. The provision has also recruited an experienced TA who will be completing her ELSA training and qualification in Spring term.
- EAL support: Bespoke programme of support to help students who have English as an additional language.
- The sensory room: This is a resource to support students' sensory needs so that they can achieve their learning goals.
- In-class TA support for targeted students - mostly students with EHCP.
- Small group intervention sessions for various academic needs.

At Dorcan, we use a graduated approach; a cycle of **Assess, Plan, Do and Review**, to identify and support students' learning.

The Dorcan Academy uses a SEND Provision Map which provides information about SEND students. All subject teachers have access to this information and use that for their planning, delivery, and support. This document is regularly updated to reflect students' needs, teacher assessments, parent views and student voice.

2. School Profile for SEND

The Dorcan Academy SEND provision has had very positive assessments in Ofsted inspections. Here are the highlights:

JULY 2022 report

- Pupils feel safe and welcome at The Dorcan Academy. They have warm relationships with staff who they know want the best for them. Leaders expect all members of the school community to be kind, show respect and work hard. Most do.
- Leaders' high aspirations are evident in the ambitious curriculum and the positive school environment. There is a calm and purposeful atmosphere in which pupils can focus on learning.
- Behaviour in lessons and around the school is good. Pupils listen to one another courteously. They are considerate of their peers. Bullying is not common. It is usually dealt with well when it is reported to staff. However, there are incidents that are not reported and so action cannot be taken.
- Pupils can try new activities and develop their existing interests. Sporting clubs encourage those who play for fun as well as those who are keen to compete. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged can take part in these. Pupils appreciate the range of opportunities that they have. Many of them take part in extra-curricular activities.
- The curriculum is ambitious and broad for all pupils. Most pupils with SEND study the full curriculum and attend mainstream lessons. A very small number of pupils with SEND follow a slightly different curriculum which meets their needs well. More pupils in Year 10 now study the subjects that make up the English Baccalaureate (EBacc). This means that a greater proportion of pupils continue with a strong academic curriculum.

In the SEN Code of Practice there are 4 areas of need

This chart indicates numbers in each category for the school-some students have more than one category of need

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
36	3	41	2	60	6	12	0

**In the SEN code of Practice there are 2 categories of support:
Special Educational Needs support and Education Health Care Plan
This chart indicates the numbers of each support category in each Year group**

Year	Students with SEN Support	Students with EHC Plan/ non statutory plan	Total in year group
7	58	3	61
8	26	3	29
9	31	4	35
10	25	1	26
11	19	0	19
TOTAL	159	11	170

3. Identifying pupils with SEND

The Dorcan Academy recognises the assessment and identification of SEN students on transition from Primary schools, or from other schools at other transfer points.

The SENCO works closely with the Academy's transition coordinator to ensure that all SEND pupils who would join The Dorcan Academy are well prepared in advance before the September start. The SENCO and the HLTA liaise with all feeder primary schools to collect relevant information relating to SEND pupils. The SEND team attends EHCP annual reviews and conducts primary school visits. During the 2-day transition days at Dorcan, the TAs also observe targeted pupils and gather more evidence which are used to plan for them in advance for September.

This arrangement makes sure that the support planned at The Dorcan Academy is appropriate, and any extra transition visits are organised to assist a smooth transition.

On entry to The Dorcan Academy, the needs and progress of all students are identified by whole cohort screening in years 7 to 9 using recognised standardised tests in Reading, Spelling and Cognitive Ability Tests (CATS).

High quality teaching that is differentiated and personalised will meet the individual needs of most children and young people. The Dorcan Academy has put in place a reasonable adjustment document which supports teachers to address specific SEND needs within the classroom.

Sometimes students for one reason or another, despite high quality teaching, fall behind their peers. Small intervention groups taught by specialist staff aim to help support students to make accelerated progress.

We design focused, targeted groups to help these students make greater gains in their learning. Sometimes we specifically target students who are struggling to gain specific skills. Currently we run these sessions before school and during the day.

Once a student has been identified, a process of assessing and identifying need and giving appropriate short or long-term support is put in place using The SEN Core Standards Toolkit.

This support follows a pattern of **Assess, Plan, Do and Review**. Parents and students are involved throughout this process.

If a student does not make progress with Special Educational Needs support within school, further assessment

may be needed.

In agreement with parents and the Local Authority, support may be provided via an Education Health and Care Plan (EHCP).

To gain an Education Health and Care Plan, the school (or the parent) can request that the Local Authority carry out a statutory assessment of the student's needs.

The EHC Plan will outline the strategies that must be put in place and any support from specialist agencies that the student needs. It will also have long and short-term goals for the student. In most cases additional funding is provided for the student. The Local Authority have a legal obligation to meet the student's needs when an EHCP is in place.

4. Progress made by pupils with SEND

I. Year 11- GCSE data from August 2022

Overall, 30 SEND students took GCSEs in the academic year 2021-22

37.5% of SEND students attained Maths GCSE grades 9-4

37.5% of SEND students attained English GCSE grades 9-4

SEND focused Interventions

Maths Intervention

- In Year 7 Catch up sessions all students (100%) made progress in their basic numeracy skills and met targets expected for their age
- In Year 8 Catch up sessions 25% made good progress and met targets expected for their age. Numeracy intervention sessions have begun for students who have not yet met their targets. This session is held at tutor times to avoid students missing out on lessons. The sessions will run throughout the year.

ELSA Session

This session is designed to deliver individualised support programme to meet the emotional needs of our young people. It is based on the principle that students learn better and are happier in school if their emotional needs are also addressed.

45 students attended various sessions in 1:1 and /or small group settings. Perceived progress for students who accessed ELSA sessions rated their experiences in social and friendship skills, resilience, positive attitude to learning, transitions and changes as well as managing feelings and anger. Most students gave higher ratings in all aspects of the programme.

In School Counselling:

The aim of the school counselling service is to help our students who have emotional and mental health needs to feel better in school and to develop the skills and coping strategies required to manage their needs better. The school uses 'Young People's Core' to assess the impact of our counselling delivery.

24 SEND students received various forms of counselling support. Most of those who scored attained lower scores at the end of the sessions. The lower score indicates improvement in the aspects of the core skills.

English Intervention

Students chosen are below the average range in Reading Comprehension, which is an essential skill for accessing information in other subjects. They continue with reading interventions until they reach the broad average range for peers. The Skills Academy intervention is focused on motivating readers and catch up is focused on Reading Comprehension.

These are the intervention figures for Literacy sessions over the Year

- Year 8 Skills Academy: 94% made progress, with 83% making at least 1 or more years of progress
- Year 7 literacy Toolbox: 66% made progress, with 62% reaching the average range for their age
- Year 8 Literacy Toolbox: 77% made progress with 53% reaching the average range for their age
- Year 9 Catch up: 89% made progress with all 89% reaching the average range for their age

Dyslexia:

This session only started in Term 5 after a Teaching Assistant received Dyslexia support training. 8 students were on the Dyslexia session, of which 6 out of the 8 (75%) made progress and are now at the appropriate expectations for their age in Reading and Spelling.

Reading progress of pupils with SEND

Year Group	Reading % Students in the average range when last tested Beginning of year	Reading % Students in the average range when last tested End of Year	Maths % of SEND students on expected Target/Grade
Year 7	70%	To be tested at end of Year 7 (Summer '23)	Year 7 66% of SEND students started the year at expected levels for their age in Maths.
Year 8	50%	62%	Year 8 73% of SEND students are currently achieving expected progress on their flightpath in Maths.
Year 9	44%	63%	Year 9 75% of SEND students are currently achieving expected progress on their flightpath in Maths.
-	-	-	Year 10 Average Point score (APS) Non-SEND students: 4.61 SEND students: 3.81`
			Year 11 APS Non-SEND students: 4.26 SEND students: 3.22

Comment on attainment:

The current Year 7 students have a higher percentage of SEND students who have age-appropriate literacy/ Reading skills compared to Years 8 and 9.

The progress of Year 8 SEND students in Reading have been lower compared to Year 9. Currently there is a focus on this cohort to ensure that the reading age gap is closed in comparison with other year groups.

SEND students in Year 9 had very low baseline Reading skills/ age at start of Year 7. However, the data shows that there is an upward projection in the development of their Reading skills.

5. Update on the school's implementation of the SEND system

When a parent is worried about lack of progress of their child, they contact the subject teacher or the Curriculum Leader relevant to the subject area.

If they have concerns about their child's progress more generally or their wellbeing, they should communicate with the child's form tutor, Head of House or the SENCo, dependent on what the concerns are. In our assessment cycle, teaching staff may also have concerns about lack of progress of student.

If, after interventions, the student is still not making progress or there are still concerns regarding wellbeing, the school will contact the parent to discuss this in more detail and to:

- Listen to any concerns parent and child may have.
- Review, plan, and agree any additional support the child may require.
- Discuss with parent and child if a referral to an outside professional/ specialists could be the most appropriate option. Once this stage has been reached and a need identified, the student may be placed on the Special Educational Needs register.

There are monthly strategy meetings which comprise: Head of House, the SENCo, Deputy Headteacher (Pastoral and Behaviour) and Pastoral Team manager to discuss individual students causing concerns within each House. A suggested provision and strategies are then put in place to support such students.

In a situation where a student is still not making the expected progress after support has been put in place, the local authority will then be contacted to provide additional support for such students. This will be in the form of an Education Health Care Plan (EHCP). This plan means that the child's needs are beyond what Dorcan can provide, and that the local authority is legally obliged to provide support.

During the Academic year 4 requests for statutory assessments for EHC plans were submitted to the local authority (LA). All 4 requests for assessments were accepted and students have been offered an EHCP.

To ensure robust and challenging provision for SEND at Dorcan, the SENCO and the SEND Trustee meet several times throughout the year. The SEND Trustee, Pat Porter, has a rich experience of SEND and continues to offer valuable support to the SENCo and the SEND team to maintain excellent provision.

6. SEND funding

Dorcan is responsible for meeting the needs of all students including those with SEND.

Some SEND students have additional funding from the High Needs Budget which is provided by the Local Authority. Much of the funding is spent on recruitment and retention of SEND Staff (TAs). Currently the SEND Team includes.

- Qualified SENCO (Special Educational Needs Coordinator)
- Learning Support Manager and Intervention Co-ordinator
- An experienced and flexible team of in- class Teaching Assistants
- Intervention Teaching Assistants who run 1:1 and small group intervention sessions to support Quality First teaching in the classroom.
- EAL coordinator who supports students with English as an Additional Language
- Qualified Counsellor
- English and Literacy specialist (Teacher)
- The Bridge Manager for vulnerable students who may require gradual reintegration into mainstream lessons.
- ELSA Teaching Assistant
- Admin Assistant

7. Staff development

We are pleased to note that all our staff have regular, strategic training relevant to their roles. The whole SEND staff team have completed Fire Safety training, Keeping Children Safe in Education, and other SEND focused training.

Several staff have completed courses related to supporting students with their mental health difficulties and we now have a member of staff who is trained to Level 2 counselling skills and one member of staff with a degree level standard of counselling. Other training includes courses relating to Managing behaviour, De-escalation and positive handling, Autistic Spectrum Disorder, Dyslexia, and First Aid.

In addition, the SEND team led 2 Staff development forums on practical strategies to support students with poor working memory and practical strategies to working with students demonstrating behaviours that challenge.

8. Work with external agencies

There are a variety of local services that have been providing and supporting the Dorcan Academy over the last year:

Staff from the Hearing Impairment Advisory Team have assessed the students with Hearing difficulties and monitored their progress, giving advice and teaching and learning strategies to staff and pupils.

Referrals this year have been made to the ARC team (SASS). Their role is to advise on their area of expertise after observing targeted students in class; they provide written reports which are useful in accessing further support for students if needed. These reports also contribute to the diagnostic process for Autism when they are shared with the Community Pediatricians. This year the ARC provided 12 wellbeing sessions for about 18 students with Autism and poor social skills, to further develop their social skills. These sessions proved to be successful.

We have made a few referrals to the Cognitive and Learning Assessment Service (CLASS) who have assessed students thoroughly and made recommendations for staff and parents to be able to support their students/ children. The actual assessment and reporting part of this service is excellent. They also have a review process to monitor the effectiveness of their advice to the school.

We are fortunate to have the services of Barnardos through the Trailblazers team. This service provides support for students with high levels of anxiety and Mental Health issues. This service is our first aid before we contact TAMHS and CAMHS. Trailblazer has supported 15 students with SEMH needs in the last year.

We also engage with other agencies through traded agreement to provide advice and support when the need arises.

When a student has had support in school and we are not sure why they have not made progress, we can elicit the support of the Educational Psychology Services, as part of the assessment process. They meet relevant staff and parents, observe in class and complete formal assessments based on what the school thinks the area of difficulty is. They write recommendations for all involved, for the student to make some future progress; we also review the support that they have recommended later.

Dorcan has also been working collaboratively with The Early Help Hub through its Early Help record assessments and support in identifying specific intervention for students and families who may need external support to meet needs.

Last year, Dorcan was privileged to benefit from funding from Sheila Coates Foundation which provided funding to support students with ASD and high anxiety.

Dorcan will continue to explore other agencies and professionals with the aim of ensuring the best possible provision for its students who may need such intervention to help make a difference in their educational journey.