



Dorset
Studio School

LAND & ENVIRONMENT

**Special Educational Needs and Disabilities Information Report
(SEND Report)**

September 2024

The purpose of Dorset Studio School Information Report

Our report details how we implement the Dorset Studio School Special Education Needs and Disabilities Policy. To help you, the report is broken down into a series of questions and answers. Should you require more detailed information, please contact us.

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Introduction

The Dorset Studio School equips young people with the skills, knowledge and experience they require to succeed in the land and environmental sectors. This begins in Years 7&8 and students commence study of GCSEs in Year 10. They enjoy an innovative curriculum including a full range of academic qualifications (equating to 10 GCSEs), along with regular work placements from Year 10 onwards.

The school operates from two buildings, with modern teaching and learning spaces that reflect a workplace environment. Our students also benefit from the facilities on the Kingston Maurward College campus. Students need to have a strong sense of responsibility to enable them to fully participate safely and engage with the demanding expectations of the school, campus and workplaces. We have a SENDCO (Natasha Sibley), and two specialist teachers (Eleanor Parker & Penny Le Mesurier), and Student-facing Support staff to deliver a wide range of interventions as well as an experienced teaching staff to ensure that the needs of students with SEND are effectively met.

In this booklet, you will find information that will answer your questions on Special Educational Needs and Disabilities and how we provide for them at the Dorset Studio School.

If you have, any further questions do not hesitate to contact one of our SENDCo team:

natasha.sibley@dorsetstudioschool.co.uk (for all general enquires, including transition)

eleanor.parker@dorsetstudioschool.co.uk (specifically for Key stage 4 enquiries)

penny.lemesurier@dorsetstudioschool.co.uk (specifically for Key Stage 3 intervention groups)

Alternatively, contact us using **01305 443600** in order for a message to be passed on.

Special Educational Needs staff and contact details



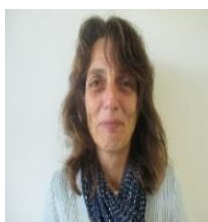
Paul Green, **Principal**

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Natasha Sibley, **SENDCo**

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What kinds of special needs provision do we make?

Our first response to supporting students with Special Educational Needs and Disabilities (SEND) is to provide high quality first teaching that targets a student's area of development through a differentiated curriculum. If a student continues to make less than expected progress, the Special Educational Needs Team will assess whether the student has SEND. Any student identified as having a learning need will have at least one of four broad areas of need. This enables us to make sure we are taking appropriate action to support a student's needs. You can see the four broad areas of need and the range of interventions we put in place, as a school, to support them:

<p style="text-align: center;">Area of Need</p> <p style="text-align: center;">(Defined by SEND Code of Practice, 2015)</p>	<p>Examples of support in our School</p>	<p>How we monitor, review & evaluate how the support/interventions is working</p>
<p style="text-align: center;">Cognition and Learning</p> <p>This is when a student learns at a slower pace than others in their class do. It may be that they have a low reading or comprehension age. This also includes conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Differentiation through Quality First Teaching, and small group literacy and numeracy interventions.</p> <p>We are currently use literacy interventions called LEXIA and Toe By Toe.</p> <p>We are currently use numeracy interventions called Power of 2 and Numicon.</p> <p>We liaise with professionals from the local authority, including the Specialist SEN Teacher Service (SENSS) and Educational Psychology (EP).</p>	<p>Interventions are evaluated through:</p> <ul style="list-style-type: none"> • Routine data streams, including attendance & behaviour • Learning walks • Lesson observations • Teacher assessments • Family views • Student views • Standardised assessments • External assessment(s)
<p style="text-align: center;">Communication & Interaction</p> <p>This is when a student has difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use social rules of communication.</p>	<p>Differentiation through Quality First Teaching and some small intervention groups.</p> <p>Our SENDCo Team has specific experience of working in this area and, where appropriate, works closely with students that have a diagnosis of an Autistic Spectrum Condition.</p> <p>We liaise closely a variety of external agencies including Educational Psychology, Speech and Language Therapy (SaLT) Team and other health care professionals.</p>	<p>Interventions are evaluated through:</p> <ul style="list-style-type: none"> • Routine data streams, including attendance & behaviour • Learning walks • Lesson observations • Teacher assessments • Family views • Student views • Standardised assessments • External assessment(s)
<p style="text-align: center;">Social, Emotional and Mental Health difficulties</p> <p>These difficulties may include becoming withdrawn or feeling isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties, such as anxiety and depression, self-harming, eating disorders or substance misuse. Other children or young people may have disorders such as attention deficit disorder, attention deficit</p>	<p>Differentiation through Quality First Teaching and extensive pastoral support through the form tutors, Heads of Year, Pastoral Support Officers & safeguarding teams.</p> <p>Some 1:1 or small group support is available from our specialist teachers and the wider pastoral team.</p> <p>We endeavour to work with Children’s Adolescent and Mental Health Service (CAMHS),</p>	<p>Interventions are evaluated through:</p> <ul style="list-style-type: none"> • Routine data streams, including attendance & behaviour • Learning walks • Lesson observations • Teacher assessments • Family views • Student views • Standardised assessments • External assessment(s)

hyperactive disorder or attachment disorder.	as well as Social Care and the Educational Psychology (EP) .	
<p>Sensory and/or physical needs</p> <p>This is when a student has a disability that hinders them from using the educational facilities generally provided, such as a visual, hearing or multi-sensory impairment.</p>	<p>Differentiation through Quality First Teaching, including improved regulation strategies such as sensory passes.</p> <p>Some 1:1 or small group support is available from our specialist teachers and the wider pastoral team.</p> <p>We endeavour to work with health care professionals, including Occupational Therapy & Educational Psychology (EP).</p> <p>Reasonable Adjustments are made with regard to the Equality Act ((2010), including accessibility, health (medical) and safety.</p> <p>Access Arrangements are put into place for those students requiring them.</p> <p>If necessary, an individual Risk Assessments is produced.</p>	<p>Interventions are evaluated through:</p> <ul style="list-style-type: none"> ● Routine data streams, including attendance & behaviour ● Learning walks ● Lesson observations ● Teacher assessments ● Family views ● Student views ● Standardised assessments ● External assessment(s)

What type of support do we have at Dorset Studio School?

At Dorset Studio School, we endeavour to ensure each student with SEND gets the support they need. Subject teachers are responsible for the progress and development of students in their class. High quality teaching, differentiated for student's needs, is the first way we respond to students who have SEND. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching and learning is reviewed on a regular basis.

We also have a range of interventions to support students with SEND. These include:

- Differentiation in lessons through Quality First Teaching
- Some small group intervention or 1:1 intervention
- Literacy Intervention
- Numeracy Intervention
- SEMH Interventions delivered by the SENDCo & the wider pastoral team
- Liaison with a range of external professionals and agencies

Interventions are evaluated to ensure that students are making progress. The **impact** of interventions are assessed using a variety of methods such as:

- **Routine data streams, including attendance & behaviour**
- **Learning walks**
- **Lesson observations**
- **Teacher assessments**
- **Family views**
- **Student views**
- **Standardised assessments**
- **External assessment(s)**

How do we identify and assess special educational needs and disabilities?

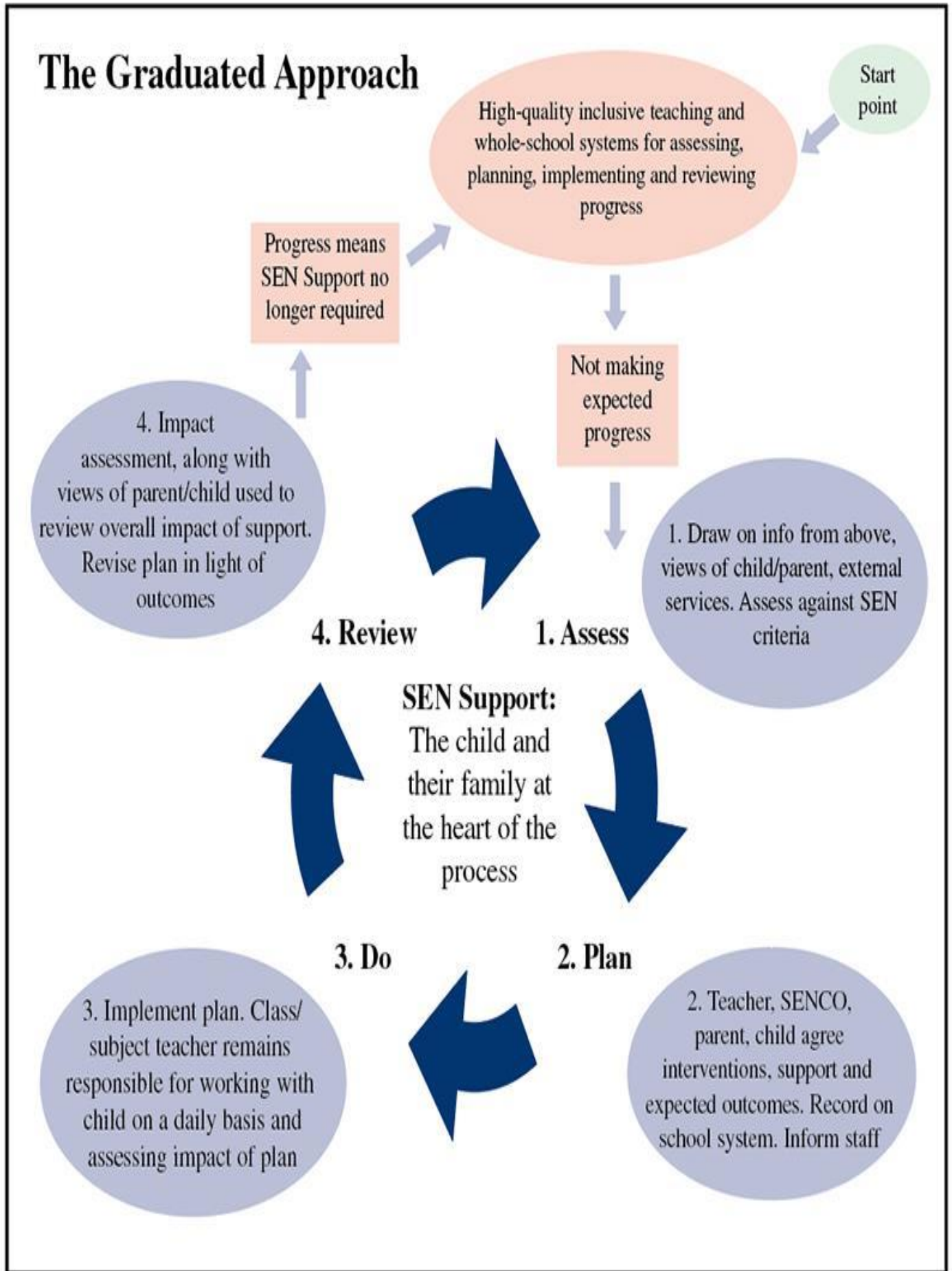
- We will initially use transition information from the student's previous school and carry out reading and spelling assessments. Discussions with families and students may also identify SEND.
- We appreciate that parents have a unique insight into their child. We deliver training to our staff to ensure their understanding of strategies to support and identify vulnerable students is up-to-date.
- We monitor a wide range of routine data, including grades given to the students by their teachers and attendance and behaviour.
- We may carry work with external agencies to undertake further assessment. These external agencies include Dorset SEN Specialist Service (SENSS), Speech and Language Therapists, Educational Psychologists and Children's Adolescent and Mental Health Service (CAMHS).
- We work in line with the principles found in the Dorset, Bournemouth & Poole Development and Behaviour Pathway (2018)

The Graduated Approach to identifying and meeting individual needs

When a student is identified as having SEND we use a **four-step process known as the GRADUATED APPROACH** to ensure barriers to learning are removed and effective provision is put in place with the student at the very heart of these decisions.

- Our first response to meet the individual needs of students is through high quality teaching targeted at areas of weakness that are made clear through effective assessment(s)
- In deciding whether to make special educational provision, all information is gathered regarding progress, alongside national data and expectations of progress. We seek to structure discussions with families in such a way so that they have a good understanding of our intent to implement support and, possibly, intervention, in order to accelerate progress.
- The impact of this support and possible intervention(s) are measured through appropriate assessment. Changes to SEND provision may occur in light of this review and evaluation.
- A flow chart for our graduated response can be found on the next page

The Graduated Approach



How do we measure the progress made by our students with SEND? How do we know our support works?

At Dorset Studio School, we have rigorous assessment procedures to ensure we are keeping track of students' progress throughout their time with us.

Our approach very much values the views of the child and the family and the staff at Dorset Studio School.

- Student progress is assessed each half term against national benchmarks. This means that families will receive at least three progress reports each year.
- Sometimes we involve other agencies to support us in making our assessments of progress. This can occur at any time during the academic year and is actioned by individual need(s).
- If your child has complex needs, then we are likely to review a student's progress more frequently. Furthermore, if a student has an Education, Health & Care Plan (EHCP) we conduct a statutory Annual Review.

How do we support students with SEND with transition?

Dorset Studio School works with schools, colleges and other settings to support students through transition from one educational setting to another.

We will work with the SENDCO and other staff from your child's previous school to ensure that we understand your child's needs and can plan for them when they move to us. Sometimes we will attend Annual Review meetings and meetings with other agencies at a student's previous school to help us gather all the relevant information. We can also arrange extra visits to Dorset Studio School to help with your child's transition. We can provide photographs of key areas of the school and members of staff to students who require them in order to facilitate a smooth transition to the Dorset Studio School.

Families may also wish to make an appointment to meet our SENDCo to discuss their child's needs and have a tour of the school.

Discussions about students' futures will focus on what they want to achieve and the best way we can support them. Every student at our Studio School has access to career education and guidance via Personal Development lessons. These lessons include:

- An introduction to careers students are interested in and how to research them; Carrying out an evaluation of their own key skills and explore careers that may suit them
- Explore the National Qualifications Framework, and the requirements of the level that they aspire
- Interview techniques

Additionally, our students get fantastic opportunities to try out their career choices through work placements on a weekly basis from Year 10 onwards. The pathway for work experience spirals upwards to an external placement by Year 11:

- Year 10 work experience occurs around the Kingston Maurward site
- Year 11 occurs with an employer that students have found or have been assisted to find a placement through our work experience coordinator

Any information about previous SEND provision gets shared on a 'needs –to-know' basis in conjunction with the SENDCO team

How do we ensure that students with SEND are not treated less favourably?

We raise awareness of students' needs with the use of **detailed, coordinated Support Plans** that contain essential information that staff require to endeavour to meet the needs of a student with SEND. The student and their families are encouraged, and often, contribute to this process.

In addition, our routine monitoring of standards ensures that we are able.... These include:

- **Learning Walks and Lesson Observations, including the use and application of auxiliary aids such as a laptop**
- **Work scrutiny**
- **Analysis of routine data and assessment data**
- **Student and family views**
- **Work Experience monitoring**
- **Extra-curricular participation**
- **Liaison with external agencies**

What extra-curricular activities can a student with SEND access at Dorset Studio School?

- At Dorset Studio School, we pride ourselves on being an inclusive school. We work hard to ensure that students with SEND engage in all of the activities of the school alongside students who do not have SEND.
- We anticipate and put into place reasonable adjustments to ensure make sure that students with additional needs are able to take part fully in school visits and events.
- All students are included in any activities following an assessment of their conduct to ensure the safety for all involved. Our timetable gives students the opportunity to be involved in land based practical learning. We have a successful relationship with Kingston Maurward and are able to use some of their facilities.

What training do Dorset Studio School staff have to help them support students with SEND?

- All student-facing staff are aware of students' specific special educational needs and disabilities. Each student with SEND has a Support Plan to guide teachers and other staff with respect to individual needs.
- The SENDCO team and other pastoral staff, in particular, work with families, students and external agencies to ensure staff receive the appropriate training in order to effectively use the plans to support teaching and learning throughout the year.

How is the curriculum adapted for students with SEND?

We are able to offer a curriculum with a focus on our land based specialisms. This means our students receive a diverse range of effective teaching and learning styles as well as different learning environments.

Our Support Plans identify the types of need a student has, and provides staff with the practical details of what works best for them. Where necessary, resources will be available to support the learning of students. Some students like to have:

- **Visual Aids**
- **Resources, such as reading and writing materials, adapted by our staff**
- **Use ICT equipment including laptops to help them record their work in different ways**
- **Suitable seating plans. (The positioning of students with physical, hearing or sight impairment will always be considered)**
- **Reading materials enlarged if they have a visual impairment**
- **Work scaffolds & modelling**
- **The chance to work with a learning buddy**
- **Reader pens**
- **Literacy intervention(s)**
- **Numeracy intervention(s)**
- **Regulation breaks using sensory cards**
- **Regulation strategies agreed with the SENDCO such as focus aids**

How are families of students with SEND involved in the education of their child?

- We will work in partnership with you to identify the needs of your child and put in place the correct support. We appreciate that you have a unique insight into your child.
- We will talk about your child's needs and the support they have to help them. These talks will enable us to have open and honest communication with you. We may also develop your child's support and intervention with you at these meetings.
- We are happy for you to contact us at any time if you have any concerns or anything that you would like to share with us. We always endeavour to get back to you as soon as possible.

- Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.

How are students with SEND involved in their own education?

We pride ourselves on having a school that offers great pastoral support for all children in a friendly and inclusive environment.

- All students have access to a tutor each morning. This encourages students to talk about concerns, targets and strategies that produce success for the individual.
- All students have access to a dedicated Head of House and Pastoral Support staff
- Some students will have access to our Student Support Team. This provision is largely triaged by our wider pastoral team, including Heads of Year, the SENDCO Team, Pastoral Support Officers and the Safeguarding Team
- Student Voice activities are a routine feature of our provision. We are keen to support the social, emotional and mental health of all our students because we appreciate just how challenging things can be for young people.
- Students with SEND are involved in reviewing our support and interventions.

How do we deal with complaints by a parent of a student with SEND or by a student with SEND?

We will always work closely with you to solve any worries or complaints you may have about your child. If you are not entirely happy regarding the SEN provision for your child, you should contact the SENDCO who will work with you to resolve the issue. For further information please see our **complaints policy** which is outlined on our website.

How does the Governing Body involve other people in meeting the needs of students with SEND including support for their families?

The governing body has a duty to ensure that the Dorset Studio School adheres to the SEND Code of practice under the *Children & Families Act 2014*. This means that the school governors hold the Principal, **Paul Green** and SENDCO, **Natasha Sibley**, to account.

The governor who is specifically responsible for Special Educational Needs and Disabilities (SEND) is **Andrew Daw**. Any correspondence with Andrew should go through the school's e-mail address: **info@dorsetstudioschool.co.uk**

One of the key responsibilities of the governing body is to make sure that the Dorset Studio School's SEND policy is on the school website. The Governing Body reviews this information annually. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all students, including those with SEND. You can find these policies on our school website.

The Governing Body, through the SENDCO, ensures that other appropriate agencies are involved in meeting the needs of students with SEND. The Governing Body receive an annual analysis regarding the number, and progress of, students with SEND.

We will ask your permission if we think your child would benefit from working with an outside agency. The content of the meeting is limited to a 'needs-to-know' basis.

What provision is there for students who are 'looked after' by the local authority and have SEND?

The main contact for 'looked after' students by the local authority is **Paul Chapman** (Assistant Vice-Principal). Looked after students with SEND have joint reviews so that all agencies are working together for the best outcomes for our students.

How is the learning environment adapted for students with SEND?

- The Dorset Studio School is ground floor only; however, some areas of Kingston Maurward campus are sloped and have uneven surfaces. Wherever possible, specific support and arrangements are made for students who require assistance reaching specific areas of the campus. The Dorset Studio School has a spacious area for lesson changeovers and has disabled toilet facilities.
- Our Key Stage 4 site at Poundbury is compliant with our duty to plan for effective access to the physical environment for disabled pupils, including some of those with SEND. The duty to make provision in relation to the curriculum will mirror those made on the Kingston Maurward site.
- Pupil-facing staff utilise a range of strategies to adapt the curriculum and learning environment for students with SEND. These include the use of seating plans, kinaesthetic resources, writing frames, modelling, visual support, dyslexia friendly text(s), reader pens and the use of clear routines and rituals. Alternative methods of recording work, such as laptops, are used.
- We may ask outside agencies to support us in adapting our learning environment for your child.

You can find our **Accessibility Plan** on school web site.

How does the Dorset Studio School prevent bullying?

All students at our school have a dedicated tutor and Head of House with whom they can discuss any worries or concerns. We also monitor data and act upon our findings through the pastoral team. Staff receive training, for example in relation to cyber bullying. We utilise our Behaviour Policy and Student Conference time and Tutor Time in order to prevent bullying.

How does the Dorset Studio School get more specialised help if students need it?

We can make referrals, according to our graduated approach, to different specialists that may be able to help your child or help you to support your child. We will discuss this with you and get your permission first. The specialist may like to meet with you before, during or after working with your child. We will meet with the professional working with your child to share information.

Please contact our SENDCo, **Natasha Sibley**, in the **first instance**, if you would like to discuss specialist support for your child.

Who are the support services that can help parents with children that have SEND?

External services who regularly advise school include the County Psychology Service, SEN Specialist Services (SENSS), Hearing and Vision Support Service and other colleagues in Health.

We also have visits from members of the Speech and Language Therapy (SaLT) Team and work with Children and Adolescent Mental Health Service (CAHMS).

Dorset SENDIASS (Special Educational Needs & Disability Information Advice and Support Service) helps parents and carers of children and young people with special educational needs and/or disability. Further information is available on the 'Dorset for You' website.

Dorset's Local Offer

Dorset's local offer: www.dorsetforyou.com/local-offer

What adjustments are made for assessments and external examinations?

Access Arrangements are for students that reflect their normal way of working. We will work with Dorset SENSS Team to assess students for Access Arrangements. These arrangements are specific for individual students. Access Arrangements include:

- **Modified papers/coloured overlays**
- **Readers**
- **Scribes**
- **Reader pens**
- **Extra time**
- **Smaller rooms**
- **Prompts**
- **The use of lap tops**

Post-16 Information

What post-16 courses are on offer, and what adjustments have been made to ensure these are accessible for students with SEN and disabilities?

Dorset Studio School does not offer any post-16 courses. However, we effectively signpost and support all students, including those with SEND, transitioning onto meaningful, aspirational post-16 pathways.