

DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: SEN Information Report	
Section: S	Policy No: S.8
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Name of Originator: JMc	Designation: Principal

Paragraph 6.79 of the SEND Code of Practice requires schools to produce an SEN Information Report updated annually to reflect changes and plans within the school. This report describes the current provision within Dawn House School.

1. What kinds of special educational provision does Dawn House School have?

This is a non-maintained residential special school for children aged 5-19 years.

Pupils are referred to the school because they have severe speech and language and communication challenges and/or autism spectrum disorder which are currently preventing them from realising their full potential intellectually, academically and socially.

Dawn House School can meet the needs of children for several other difficulties which are commonly associated with communication challenges. These include learning difficulties, behavioural difficulties, problems with attention and memory, developmental coordination disorder, sensory processing difficulties, difficulties with friendships and social relationships, poor self-image and low self-esteem. However, the **primary** disability of pupils at Dawn House School are around their communication and interaction and/or autism spectrum disorder.

This means they may have experience difficulties in the following areas:

- Articulation
- Phonological Awareness
- Syntactic difficulties
- Semantic difficulties
- Pragmatic difficulties
- Literacy difficulties
- Social Communication Difficulties

These difficulties may affect a pupil's ability to comprehend the language that they hear and / or to express what they want to say. They may also lead to difficulties in forming and maintaining friendships and /or difficulties in conforming to expectations of behaviour.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

All pupils at Dawn House School have an EHC Plan. If a parent or carer feels their child's special educational needs have significantly changed, they should contact the form tutor. A child's special educational needs can be changed during the annual EHCP review process.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Dawn House School aims to make continuous progress in the provision we provide our students. The school encourages feedback throughout the year from teachers, therapists, students and parents on improvement needed to the provision we provide. There are opportunities throughout the school year which provide feedback to the school leadership team on the effectiveness of provision. The continuous process of evaluating the effectiveness of our provision includes provision mapping, SEND reviews, EHCP annual reviews, transition planning meetings, core team meetings, focus meetings and reflection from the school's continuous professional development program.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Therapy and Educational School reports are produced annually. Feedback is always given to parents or carers of their child's progress during three yearly SEND reviews and the annual EHCP review. These reviews take a person-centered approach and will evaluate the impact and quality of the support provision currently in place. Parents and carers are invited into school during Parents' Day as an opportunity to review their child's progress.

The views and opinions of our pupils are always sought, discussed and considered when reviewing current provision. This takes place through regular questionnaires and the Pupil Leadership Group. We create a school environment where pupils have opportunities and feel safe to voice their opinions about their own needs. This means providing regular one-to-one between pupils and keyworkers and other key staff members. Therefore, pupils are actively involved with all aspects of their support.

c) What is the school's approach to teaching pupils with special educational needs?

The school provides a broad, balanced and relevant curriculum which is adapted to meet the needs of pupils with a range of complex special educational needs, whilst communication and interaction being their primary need and barrier to learning. Our experienced team of teachers and therapists work together to plan and deliver integrated teaching and therapy tailored to the needs of each individual pupil. The curriculum includes personal, social and health education, careers education and independence and life skills. Teaching and therapy may take place in whole classes, small groups or individually.

We have small teaching groups which allow the staff to focus on the needs of each individual

pupil. Personal and social skills, as well as academic skills are nurtured in order to encourage the development of confident, well adjusted, sensitive and independent young people. All pupils follow an adapted National Curriculum to meet the needs of the individual. At Key Stage 4 students follow a range of accredited courses: GCSEs / BTEC / Entry Level / Functional Skills, ASDAN and Aim Awards. Within Key Stage 5, students are supported to develop their skills and expertise in their chosen career progression pathway.

Our staff team is made up of people who bring a range of professional skills to the school. Our multidisciplinary approach and the partnership between teachers, therapists, teaching assistant and residential team mean that the pupils are enabled to make the maximum progress possible in all aspects of their growth and development.

Across the school and in the residential setting, an approach is used which builds on pupil strengths. Concepts, ideas and vocabulary are introduced in a flexible way to make learning more effective: pupils watch and do as well as listen and talk. The use of visual strengths is emphasised through signing, symbols, pictures and technology.

Assessment is an integral part of teaching and therapy. Staff use assessment to measure what each pupil has achieved and to plan the next step in the learning. Assessment also helps us to have clear and accurate information about what pupils find difficult and this enables us to help them more effectively. At the end of each key stage in a pupil's school career, assessment helps us to record what the pupil has achieved in that stage of his or her school career. In the secondary part of our school, assessment also helps us to guide pupils towards making choices about courses to follow.

The very specific needs of the pupils placed at Dawn House School necessitate explicit and high priority teaching of certain aspects of the curriculum: social communication, organisational and study skills, PSHE and citizenship. Emotional and behavioural development are also high priority for some pupils.

In the spirit of the SEND Code of Practice and latest research, we embrace the notion that Quality First Teaching, along with adaptations for individual pupils, is the first step in responding to pupils who have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers adapt their planning to enable all pupils to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups. Being a school which specialises in communicate and interaction challenges, there are regular opportunities for teachers and teaching assistants to collaborate with speech and language therapists and occupational therapists to ensure lesson learning activities and resources are well adapted to meet the needs of our pupils.

We may make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured paper or overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- If it is appropriate, offer separate group or one to one intervention away from the classroom

Interventions are delivered by all multi-disciplinary teams working at Dawn House School; Speech and Language, Occupational Therapy, Education and Well-Being. Intervention can be delivered as a class, small group or 1 to 1. The interventions a pupil receives is dependent on their individual needs and reviewed at regular points throughout the school year. Here is a list of some of the interventions Dawn House School offers; phonological awareness, time for sound, shape coding, social thinking, study skills, fun fit, sensory diets, core stability, read write inc, reciprocal reading, rockerbox, touch, type, read and spell.

We prepare all young people with special educational needs to contribute to society as responsible citizens and ensure that the individual needs of all our pupils are recognised and addressed and that the pupils themselves are involved in all stages of the process.

We ensure that pupils with special educational needs will have access to a broad and balanced curriculum, and that they can take part in all school activities. We also ensure a whole-school, multi-disciplinary approach which provides a coordinated and cohesive response to pupil's individual needs. We build positive partnerships with parents / carers in planning provision for pupils and ensure effective liaison with, and efficient use of, outside agencies.

d) How will the curriculum and learning be matched to my child/young person's needs?

Each pupil's individual needs are carefully planned for and monitored. The National Curriculum is adapted by our teachers to ensure the learning material is appropriate for your child's individual needs. Dawn House School offers a range of vocational options such as vehicle maintenance, animal care and outdoor learning to ensure there are opportunities within our curriculum which gains the interests and suits the capabilities of all our pupils.

e) How are decisions made about the type and amount of support my child/young person will receive?

Through consultation with the local authority and EHCP annual reviews, the support that a child is receiving will be reviewed and changed if it is felt appropriate by all professionals and the parents/carers.

The support provided consists of a four part process

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Speech and language therapy at Dawn House School is delivered through a collaborative, curriculum-based model of therapy. Pupils' needs are prioritised on a 1-3 scale (based on EHCP outcomes) so that therapy can be provided accordingly. This aims to ensure that the pupil's speech and language targets are embedded in their learning across a range of settings in the school. Speech and language therapists and teachers plan lessons that meet two sets of targets: curriculum learning objectives and specific speech and / or language aims. Teachers and therapists work together in a range of ways both in and out of the classroom, however the strength of their partnership is the joint planning, discussion, review and evaluation of lessons. They use shared planning and recording based on the pupils' individual education plan. This approach to therapy means that the pupils have better access to the curriculum and their ability to learn is maximised. The speech and language support for each pupil is matched to their linguistic, social and educational needs.

For pupils who need more specific focused work to develop their speech and language skills, individual or small group sessions are timetabled during the school day.

Our school makes use of Makaton to support children's learning where necessary. The use of symbols is encouraged to develop both spoken and written expression. The school also promotes the use of a range of voice output devices to support individual pupil's communication. Dawn House School was awarded Makaton Aware Award in 2024. Further information about the speech and language therapy can be downloaded from the school's website: <http://www.dawnhouseschool.org.uk/speech-and-language-therapy>

There are three full-time occupational therapists at Dawn House School supported by OT assistants. The OT's work within some curriculum lessons, e.g. literacy, PE and with some individual pupils on more focused, intensive work, e.g. addressing visual perception, gross and fine motor skills. Increasingly, the OT works with secondary pupils. Again, much pupil contact is through identified lessons, e.g. PE. There is also some individual and group work. The OT also works with speech and language therapists in jointly run sessions, e.g. addressing oro-motor control. Further information about OT can be downloaded by following the link below: <http://www.dawnhouseschool.org.uk/occupational-therapy>

f) How will my child/young person be included in activities outside the classroom, including school trips?

All our outdoor learning activities are made fully accessible to our pupils. The school believes that all pupils should have the opportunity to experience activities outside the classroom. This will involve careful liaison and planning between school and the family. All pupils have risk assessments in place, which enable pupils to be able to access learning outside of the classroom, including school trips and residential.

g) What support will there be for my child/young person's overall well-being?

At Dawn House School all members of the school community treat one another with fairness and respect. Everyone has a right to feel welcome and safe and included. No-one should be bullied, threatened or left out in any way. Everyone at Dawn House School will work to support these principles. The school's Anti-Bullying Policy can be downloaded from the school's website.

The code of conduct is very important as it sets the standards of behaviour that we expect of every member of our school community. However, we recognise that the needs of our pupils mean that achieving this standard is a challenge for some. Our aim is to support the pupils in developing an appropriate standard of behaviour and to enable them to take control of their own behaviour management. To help them in this our behaviour management policy sets out the steps towards this and the sanctions that are used when behaviour falls below expectations. The staff work to eliminate undesirable behaviour such as rudeness, aggression and bullying and to reward good behaviour in a positive way. The school's behaviour Management Policy can be downloaded from the school's website.

Dawn House School has a dedicated well-being team which offers specific intervention and support for children's social and emotional well-being. Each pupil has a core team of adults which support the pupils daily. If the core team feel the child's well-being needs cannot be met by their daily support, the core team will write a referral to the well-being team to ensure the child receives more specialised support around their well-being.

4. Who is the Dawn House School's special educational needs co-ordinator (SENCO) and what are their contact details?

SENCO - Lauren Taylor

Lauren.taylor@dawnhouse.org.uk

5. a) What training have staff supporting pupils with special educational needs had and what is planned?

Staffing levels are enhanced so that pupils are usually taught in classes of up to 12 with a teacher and at least one teaching assistant. Each pupil / student has a designated SLT who may support within class by a small group or individual/universal approach. Staff are organised in the following professional teams: teachers / speech and language therapists / occupational therapists / teaching assistants / residential team. Qualifications and compliance with professional standards are regularly audited through supervision and performance management procedures.

Dawn House School is a learning community. All members of our community learn together. We recognise that the staff, as well as the pupils, need access to programmes and resources which promote their development. Ongoing professional development is available to staff



through 'on the job' training, peer mentoring, whole staff training days, focused training for particular groups of staff and opportunities for staff to attend courses outside school.

b) What specialist services and expertise are available or accessed by Dawn House School?

The school receives advice and training from a range of external professionals in order to meet the needs of the students. The following services may be involved as and when is necessary;

- Educational Psychology Service
- Specialist Teacher (Visually and Hearing Impaired)
- CAMHS
- Social Care

6. How will equipment and facilities be provided to support pupils / students with special educational needs be secured? How accessible is Dawn House?

Dawn House School is a purpose-built building and is fully accessible for wheelchair users being on one level.

The school makes use of Makaton to support children's learning. The use of symbols is encouraged to develop both spoken and written expression. The school also promotes the use of a range of voice output devices to support individual pupils' communication. Further information about the speech and language therapy can be downloaded from the school's website.

The school has an occupational therapy room, a sensory integration room and quiet rooms in the secondary, primary and Chimes departments. The primary department also has a designated playroom. The school has a swimming pool on site. Occupational Therapy equipment such as wobble cushions, handwriting slopes and fidget toys are provided to our pupils to help them meet their sensory needs and engage in learning.

In order to ensure that the health and medical needs of our pupils are met at school we have a health and wellbeing coordinator who co-ordinates all matter relating to the health and medical needs of the pupils. A health care plan is produced for each pupil which details the provision required to meet their needs. Medical records are kept for all our pupils.

The nursing auxiliary meets with parents and carers when their child is admitted to the school in order to compile their medical history. The Residential services manager oversees the administration of any medication necessary for the pupils at school. Further details about our practice in the safe handling of medicines can be downloaded from the school's website.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

We aim to fully include parents in our working with their children/young adults. To achieve this aim, we ensure there are:

- Initial parental visits to school
- Initial home visit to parent by the school's safeguarding officer
- Placement meetings on entry
- Placement review meetings
- Regular communication with parents/carers through WeDuc
- Different methods of communication to home, if preferred. Such as e-mail.
- Two school reports a year – education and therapy.
- Three times a year SEND reviews
- Three times a term contact home by the tutor
- Annual EHCP Review meeting
- The Parent Consultation Meeting held on a Saturday mid-year to encourage parental attendance.
- Termly new parent coffee afternoon
- Parent Representatives on Governing Body
- Annual surveys of parents / carers views and opinions
- Parental involvement in Change meetings regarding health and wellbeing in school
- Parents are regularly invited into school to discuss residential trips and activities
- Parents are invited to attend school events such as summer fayres, concerts and sports days

8. What are the arrangements for consulting young people at Dawn House School about, and involving them in their education?

All children and young people in our school are treated with dignity and respect. We believe that children who are capable of forming views have a right to receive and express their opinions, and to have that opinion taken into account. Whenever possible, a pupil's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are consulted and actively involved with all aspects of their support. Wherever possible, pupils will be encouraged to attend their review meetings.

The Pupil Leadership Group involves students to contribute and decide on aspects of school life relating to their needs. A team of staff have been trained in facilitating a person-centered approach to the annual review process of EHC Plans to ensure the choices and views of pupils/student are central to the process.

9. What do I do if I have a concern or complaint about the SEN provision made by Dawn House School?

We value the partnership between parents and staff, however any parent or carer who has a complaint should discuss the matter with a member of staff and/or refer to the Principal. We hope to resolve any complaints quickly and informally. However, where this is not possible, we have a formal complaints procedure which is followed in such circumstances. Copies of the complaints procedure can be accessed from the school's website <http://www.dawnhouseschool.org.uk/keeping-safe>. Hard copies are available to any parent or carer on request. Speech and Language UK Director of Education acts as the organisation's complaints officer for issues or concerns from parents, carers, LAs or others if these matters are not satisfactorily resolved within the school. Parents also have a right to take their concern or complaint to Ofsted.

10. How does Dawn House School involve other organisations and services (e.g. health, social care, local authority services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school is fortunate to have a wide range of staff working together within the school to support the children, young people and their families. Most are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors, speech and language therapists and occupational therapists and assistants, and well-being mentors. Admin staff are also school employees as are catering and domestic and residential care staff.

The school continues to build strong working relationships and links with external support services to fully support all of our pupils. Dawn House School works collaboratively with professionals from other external agencies such as colleagues from CAMHS, health, social care, community pediatrics, educational psychologists; targeted support teams (such as teachers for the hearing impaired) and SEN officers from placing authorities all of whom provide training and / or advice on individual pupil's needs.

Transport to school is organised by the placing Local Authority not the school. Transport staff are employed by the transport companies.

11. How does Dawn House School seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

This is an ongoing process through carefully planned partnership working to ensure pupils and their families have access to all available resources. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provisions that are available to families within that local authority that have an Education, Health and Care Plan. Each Local Authority has its own published SEND Local Offer. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.



12. How will Dawn House School prepare my child/young person for admission/transition?

Parents or Local Authorities refer children and young people to the school when it is felt that they have a speech, language or communication challenge, and/or a diagnosis of autism spectrum disorder, which is preventing them from making progress at school. An independent multi-disciplinary assessment can be carried out by the Assessment Service to provide advice or to determine whether a place at the school would be appropriate for the child's needs.

The assessment takes place over two days. It includes some formal testing and observations within class and during leisure times. The child / young person joins a class in the school appropriate to his / her age for the two days. If an overnight residential place is being requested, the assessment will include an overnight stay and observation in the residential setting. The assessment is carried out by an assessment team, made up of a teacher and a speech and language therapist. Other professionals, i.e. occupational therapist, will be involved as appropriate.

Findings from the assessment are fed back verbally to parents and local authority at the end of the two days and a full written report is provided shortly afterwards.

The independent assessment service is available to parents and professionals seeking advice about a young person's communication difficulties, strategies and approaches for learning and educational provision. If appropriate, a formal offer of a place is made to the referring local authority, or to the parents / carers (if they are seeking private placement) or to the SEN Disability Tribunal. Arrangements for admission are made at an appropriate time following the assessment. The school seeks to co-operate fully with parents and LAs, as well as the SEN Disability Tribunal, on those occasions when parents appeal to the tribunals over the issue of placement.

Parents or carers who are interested in seeking a place at the school are very welcome to contact the school. We welcome informal visits from parents or carers of children with speech, language and communication needs. Arrangements for a visit can be made by telephoning the school and parents or local authority personnel may discuss their needs with the principal (Jenny McConnell) the Head of Therapy (Andrea Robinson) or SENCo (Lauren Taylor) All three can be contacted via the school's general telephone number: 01623 795 361.

If your child is offered a place at Dawn House School, parents/carers have the opportunity to meet their child's new core team. Parents/carers are visited by the school's Safeguarding Officer before their child starts at Dawn House, this is to collect as much information in preparation of their start. Parents/carers are required to attend a transition planning meeting with their child's core team before they begin at Dawn House. There is a transition planned produced from this meetings and regular reviews of the transition plan once your child has begun school at Dawn House.

All transitions are well planned for throughout the school as pupils move from class to class and phase to phase. EHCP Annual Reviews from Year 9 and older have a statutory Transition Plan as part of the procedure to begin preparation and planning for post-16 provision and

adulthood. All transition reviews follow a person-centered approach.

Careers Education and Guidance naturally forms an essential and more substantial part of the curriculum as a pupil reaches the final years of schooling. Much time is devoted to working with pupils through the necessary skills and attributes that they require to pursue realistic educational and vocational opportunities. Work experience and visits to Colleges of Further Education are arranged through effective liaison with parents and the pupil's core team. As part of their transition program pupils spend time at their chosen college supported by a member of staff from school.

Careers Education and Guidance at Dawn House School is monitored by the school's Deputy Principal working alongside our Head of 6th Form and the school's Careers Advisor. The progression routes of recent leavers from Dawn House School have included university; local sector FE college with support; training schemes; employment; local schools and occasionally into specialist residential settings.

13. Where can I access further information?

The school collaborates with multiple local authorities. Each of the local authorities are required to publish their local offer which should be found via the councils' website SEN page.

Local Authority	Local Offer
Nottinghamshire	https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page
Nottingham City	https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page
Barnsley	https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/
Derby City	https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/
Derbyshire	https://www.localoffer.derbyshire.gov.uk/home.aspx
Sheffield City	https://www.sheffielddirectory.org.uk/localoffer/
Hertfordshire	https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx
Lincolnshire	https://www.lincolnshire.gov.uk/send-local-offer
Rotherham	https://www.rotherhamsendlocaloffer.org.uk/
Wakefield	https://wakefield.mylocaloffer.org/
Doncaster	https://www.doncaster.gov.uk/services/schools/local-offer-send

Please note we have answered the questions required by Nottinghamshire Local Authority for the SEND information report. If you require any further information, do not hesitate to contact the school.