



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: SEN Information Report	
Section: S	Policy No: S.8
Version Date: November 2020	Review Date: November 2021
Name of Originator: HB	Designation: Head of 6th Form and School SENCo

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.

WHAT ARE THE KINDS OF SPECIAL EDUCATIONAL PROVISION FOR WHICH PROVISION IS MADE AT DAWN HOUSE SCHOOL?

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 difficulties or Asperger's Syndrome which are currently preventing them from realising their full potential intellectually, academically and socially.

We are able to cater for a number of other difficulties which are commonly associated with communication difficulties. These include: learning difficulties, behavioural difficulties, problems with attention and memory, motor dyspraxia, sensory difficulties, autistic spectrum difficulties, emotional problems, difficulties with friendships and social relationships, poor self-image and low self-esteem. However, the **primary** disability of pupils at Dawn House School is their communication difficulty or Asperger's Syndrome.

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

- Articulation problems
- Phonological problems
- Syntactic problems
- Semantic problems
- Pragmatic problems
- Literacy problems
- 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.

WHAT ARE THE SCHOOL'S POLICIES FOR THE IDENTIFICATION AND ASSESSMENT OF PUPILS / STUDENTS ATTENDING THE SCHOOL?

Parents or Local Authorities refer children and young people to the school when it is felt that they have a speech, language or communication difficulty, or a diagnosis of Asperger's syndrome, 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.

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 a boarding 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 of teacher and speech and language therapist who involve other professionals, i.e. occupational therapist 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. For more details please see I CAN's assessment service policy document. Please email the school SENCo and Head of Assessment Service, h.benjamin@dawnhouse-ican.notts.sch.uk to request a copy. 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.

The school's admission policy can be accessed via the download section of the home page of the school's website: <http://www.dawnhouseschool.org.uk/>

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 (Angela Child) the Head of Therapy (Jenny McConnell) or SENCo (Heather Benjamin) All three can be contacted via the school's general telephone number: 01623 795 361.

WHAT IS THE MAIN PROVISION FOR PUPILS / STUDENTS AT DAWN HOUSE SCHOOL AND HOW IS IT EVALUATED?

The main objectives of the school's SEN policy are to ensure that the school provides the best quality education, therapy and care for children with severe / complex speech and language difficulties

We aim to achieve this by:

- Enabling the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- Providing the spiritual, moral, intellectual and physical development of the pupils at the school.
- Providing a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- Preparing the pupils for the opportunities, responsibilities and experiences of adult life.
- Understanding and meeting the special educational needs of the pupils.
- Enabling the pupils to have access to the National Curriculum.
- Increasing each pupil's knowledge and understanding of the world around them.
- Enabling each pupil to develop as much independence as possible.
- Developing opportunities for students within community settings and within mainstream provision
- Helping each pupil to achieve success regardless of disability, gender, class, race or sexual orientation and to develop in all our pupils a spirit of understanding, co-operation and respect for all members of the community.
- Engaging the parents and carers of our pupils in an active partnership to the benefit of the social and intellectual development of the children.

A copy of the school's SEN policy can be downloaded from the downloads section of the home page on the school's website: <http://www.dawnhouseschool.org.uk/>

SPEECH AND LANGUAGE THERAPY

Speech and language therapy at Dawn House School is delivered through a collaborative, curriculum-based model of therapy. Pupil's needs are prioritised on a 1-3 scale (based on EHCP targets) 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 but 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. 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.

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>

OCCUPATIONAL THERAPY (OT)

There are two full-time occupational therapists at Dawn House School supported by OT assistants. One OT is also trained and fully qualified in Sensory Integration, as is one of the SLT's. 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>

THE APPROACH TO TEACHING PUPILS / ADAPTATIONS MADE TO THE CURRICULUM

The school provides a broad, balanced and relevant curriculum which is differentiated to meet the needs of pupils with communication difficulties. Our experienced team of teachers and speech and language 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 the National Curriculum differentiated to meet the needs of the individual. At key stage 4 students follow a range of accredited courses: GCSEs / BTec qualifications / Entry Level / Functional Skills and Aim Awards. Within 6th Form 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, learning support assistants and child care officers 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, PHSE and citizenship. Emotional and behavioural development are also high priority for some pupils.

Pupils' individual needs are assessed, and provided for by the schools systems for curriculum planning and assessment and IEP planning. The pupils' core teams are pivotal in this process.

EVALUATION

Pupil progress is carefully monitored through the use of APP for recording attainment. Although levels have been recently removed, target setting within the school continues to be informed by National Data sets such as Progression Guidance and Transition Matrices. Comparison with national data sets informs target setting to ensure students are challenged to fulfill their potential. National data sets also enable senior leaders to measure the impact the school has on the educational outcomes of all pupils and to draw comparisons with the educational outcomes of other similar settings.

This approach ensures targets are ambitious and have, over the years, had a significant impact on students' educational outcomes which routinely exceed upper quartile predictions of national data sets when a student completes the key stage in its entirety at Dawn House.

STATEMENT OF PRINCIPLES AND PRACTICE

We are committed to the highest quality education, therapy and care for pupils with speech, language and communication difficulties and / or Asperger's Syndrome.

- To enable the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- To provide for the spiritual, moral, intellectual and physical development of the pupils at the school.
- To provide a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- To prepare the pupils for the opportunities, responsibilities and experiences of adult life.
- To understand and meet the special educational needs of the pupils.
- To enable the pupils to have access to the National Curriculum and a range of accredited courses.
- To enable each pupil to maximise their achievements in every area of the curriculum
- To increase each pupil's knowledge and understanding of the world around them.
- To enable each pupil to develop as much independence as possible.
- To give pre 16 pupils access to inclusive experiences in neighboring schools as appropriate to their needs.
- To provide significant inclusive yet specialist learning environments for FE learners to enable them to develop skills for future success.
- To help each pupil to achieve success regardless of disability, gender, class, race or sexual orientation and to develop in all our pupils a spirit of understanding, co-operation and respect for all members of the community.
- To engage the parents and carers of our pupils in an active partnership to the benefit of the social, intellectual and academic development of the pupils.

THE ETHOS AND VALUES OF THE SCHOOL

At Dawn House School we believe that:

- A good school is one that offers a caring, cheerful and safe environment in which pupils and staff feel valued and are encouraged to reach their full potential and where effective learning is promoted.
- A successful pupil is a happy, confident, well-motivated person who enjoys learning and who is enabled to become an independent member of society.
- A good member of staff is one who likes the pupils and inspires them in a learning environment which is positive for all and who makes a significant contribution to the pupils' development.
- An effective learning environment is stimulating and attractive. In such an environment, a range of well-organised strategies are used to respond to groups and individual needs. Pupils are offered learning experiences that have an appropriate mixture of challenge and support.
- The health, safety and welfare of pupils are a prime concern to all staff. Policies and procedures for Child Protection are securely in place and all staff receive regular training to ensure practices are of the highest standard.
- Recruitment and selection of staff is fully compliant with all aspects of safer recruitment guidance and legislation in this area.

PURPOSE

- To provide the highest quality of education, therapy and care for children and young people from 5-19 years who have speech, language and communication needs including Asperger's Syndrome and associated difficulties.
- To provide a breadth of opportunities and experiences across the day and the extended curriculum which support the philosophy of inclusive practice.
- To identify and build on the pupils' strengths and to help them to develop the age appropriate leisure interests and personal, social and independent living skills needed if they are to play an active role in their community on return to their local area.
- To develop positive and constructive relationships between all members of the school community and promote an understanding and tolerance of people of different ethnic backgrounds, religion and sexuality.
- To work in partnership with families, professionals and other stakeholders.
- To provide a safe and stimulating environment where members of the school community can achieve their potential and grow in self-esteem.

SUPPORT FOR DEVELOPING EMOTIONAL AND SOCIAL DEVELOPMENT

- At Dawn House School all members of the school community treat one another with fairness and respect.
- At Dawn House School everyone has a right to feel welcome and safe and included. No-one should be bullied, threatened or left out in any way.
- At Dawn House School everyone should understand and accept that members of our school community come from many different backgrounds and cultures. This makes our school an interesting place in which to learn.
- At Dawn House School we do not make comments or jokes that make others feel uneasy or unhappy by making fun of people's differences, be it their race, gender, class, sexuality, ability or appearance.

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 by following the link below: <http://www.dawnhouseschool.org.uk/keeping-safe> *The Anti-bullying Policy can be found towards the bottom of the 'Keeping Safe' page.*

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 by following the link below: <http://www.dawnhouseschool.org.uk/keeping-safe>

THE EXPERTISE AND TRAINING OF STAFF IN MEETING THE NEEDS OF PUPILS

Staffing levels are enhanced so that pupils are usually taught in classes of up to 10 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 approach.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. Staff are working closely with our health and social care colleagues to implement the new SEN Code of Practice.

Staff are organised in the following professional teams: teachers / speech and language therapists / occupational therapists / teaching assistants / registered child care officers. Qualifications and compliance with professional standards are regularly audited through supervision and performance management procedures.

Staff details and qualifications can be viewed in the prospectus published on the downloads section of the homepage of the school website. <http://www.dawnhouseschool.org.uk/>

Dawn House School is a learning community. All members of our community learn together. However 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. All residential staff will attain an NVQ Level 3 qualification on taking up post. Additional L2 qualifications are available to staff and many have achieved the Asperger's Awareness qualification, ASD awareness qualification and Understanding Mental Health qualification.

The health, safety and welfare of pupils are prime concerns of the school. Policies and

procedures for child protection are securely in place and all staff receive regular training to ensure practices are of the highest standard. I CAN recruitment and selection of staff follows best practice in this area.

Staff development is supported by appraisal and performance management. Regular appraisals are carried out for all members of staff. Teachers take part in performance management processes following the process of maintained schools.

HOW WILL EQUIPMENT AND FACILITIES BE PROVIDED TO SUPPORT PUPILS / STUDENTS AT 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 pupil's communication. 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 two full-time occupational therapist at Dawn House School supported by OT assistants. The OT works 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>

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 play room. The school is also fortunate to have a swimming pool on site.

MEDICAL ARRANGEMENTS

In order to ensure that the health and medical needs of our pupils are met at school we have a school nursing auxiliary who co-ordinates all matters 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 Head of Residential Care 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.

<http://www.dawnhouseschool.org.uk/medical-arrangements>

WHAT ARE THE ARRANGEMENTS FOR CONSULTING PARENTS OF PUPILS/STUDENTS AT DAWN HOUSE AND INVOLVING THEM IN THE EDUCATION OF THEIR CHILD?

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
- Placement meetings on entry
- Placement review meetings
- Regular communication with parents via home/school and care / home books for information exchanges and key messages
- e-mail messages home if preferred
- Two school reports a year - one curriculum and one linked to annual review of statement/EHC Plan
- Annual Review meeting
- Parent Consultation Meeting held on a Saturday mid-year to encourage parental attendance. The event also includes workshops and training for parents / carers
- Monthly Friends of Dawn House Coffee afternoons
- Parent Representatives on Governing Body
- Annual surveys of parents / carers views and opinions.

WHAT ARE THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE AT DAWN HOUSE ABOUT, AND INVOLVING THEM IN THEIR EDUCATION?

All children and young people in our school are treated with dignity and respect.

A personalised approach to the curriculum has been adopted for each pupil/student across all phases so that they can access and experience success throughout their school and residential care experiences.

The School Council involves students to contribute and decide on aspects of school life relating to their needs.

Two students are elected annually to represent students on the school's Governing Body.

A team of staff have been trained in facilitating a person centred approach to the annual review process of EHC Plans to ensure the choices and views of pupils/student are central to the process.

WHAT ARE THE ARRANGEMENTS MADE BY THE GOVERNING BODY FOR DEALING WITH COMPLAINTS FROM PARENTS/CARERS OF PUPILS/STUDENTS IN RELATION TO THE PROVISION MADE AT DAWN HOUSE?

Any parent or carer who has a complaint should discuss the matter with a member of staff and/or refer to the Principal / Head of Education. 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. I CAN's Deputy CEO, Patrick Stewart 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

Ofsted, Compliance Investigation Enforcement Team,
Royal Exchange Buildings
St Ann's Square, Manchester, M2 7LA –
Tel: 08456 404045

HOW DOES THE SCHOOL INVOLVE OTHERS – INCLUDING HEALTH, SOCIAL SERVICES, LOCAL AUTHORITY SERVICES AND VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF PUPILS / STUDENTS AT DAWN HOUSE AND IN SUPPORTING THEIR FAMILIES?

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 therapist and assistants; learning mentor and family liaison officer. Admin staff are also school employees as are catering and domestic and residential care staff. The school also employs a child psychotherapist who attends the school fortnightly.

The school also works collaboratively with professionals from other agencies such as colleagues from CAMHS; health; social care; 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.

WHAT ARE THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS / STUDENTS IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD?

All transitions are well planned for throughout the school as children and students move from class to class and phase to phase. Parents/carers have the opportunity to meet the new core team.

The Year 9 Annual Review has a statutory Transition Plan as part of the procedure to make arrangements for post-16 provision. All transition reviews follow a person centred approach. The review in Year 11 confirms and amends plans for life after school.

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 personal advisors. As part of their transition programme 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 Family Support Lead who has a background in Careers Advice.

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.

WHERE IS THE INFORMATION ON THE STUDENTS PLACING AUTHORITY'S LOCAL OFFER PUBLISHED?

The school works with 13 placing authorities. Each of the local authorities are required to publish their local offer which should be found via the councils' website SEN page.

Dawn House School local offer for SEND can be downloaded from the downloads section of the home page of the school's website:

<http://www.dawnhouseschool.org.uk/>

References:

The Special Educational Needs and Disability Regulations 2014: schedule 1, [legislation.gov.uk](http://www.legislation.gov.uk)

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>