



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

## **2025-2026**

Approved by: FGB	
Last review: July 2025	Next review: September 2026

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## **Key Principles of Special Education & Disabilities provision at Dorset Studio School**

- Dorset Studio School has high expectations and aspirations for all students identified as having SEND in our school. All students have the right to thrive to unlock their potential.
- The school is committed to providing an inclusive educational environment that enables every student to access and achieve in our specialised curriculum focused on land and environmental sectors, alongside core academic qualifications.
- The school will endeavour to do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them.
- We work hard to ensure all students make positive choices and form good habits. This will mean that students will be more consciously aware of their responsibility to present the best version of themselves and become increasingly aware of how to remain focused on learning.

## **Leadership and SEND Staff**

The designated Senior Leader responsible for SEND provision is **Miss Katherine Young**, Assistant Principal and SENDCo, fulfilling the responsibilities as outlined in the Children and Families Act 2014 and SEND Code of Practice (2015). Miss Young leads the strategic development and day-to-day coordination of SEND support.

Supporting Miss Young are two specialist SEND teachers, **Mrs Eleanor Parker** and **Mrs Penny Le Mesurier**, both qualified NASENCOs, who contribute to assessment, intervention planning, and specialist teaching.

Overall leadership is provided by **Mr Jason Malone**, Principal, ensuring compliance with statutory SEND duties and allocation of resources.

The Designated Safeguarding Lead is **Mr Paul Chapman**, Assistant Principal, overseeing welfare and safeguarding in line with **Keeping Children Safe in Education (September 2025) statutory guidance**.

## **2. Relevant Legislation and Statutory Guidance**

Our SEND provision complies with key legislation, including:

- **Children and Families Act 2014:** Places duties on schools to identify, assess, and provide for children and young people with SEND, including the statutory requirement to cooperate with local authorities on Education, Health and Care Plans (EHCPs).
- **SEND Code of Practice (2015):** Provides statutory guidance on identifying SEND, the graduated approach, and rights of children, young people, and families.
- **Equality Act 2010:** Requires schools to make reasonable adjustments to prevent discrimination against disabled students, including those with SEND.
- **Special Educational Needs and Disability Regulations 2014:** Detail procedural requirements relating to EHCPs and SEND provision.
- **The Children and Families Act 2014, Part 3:** Specifies parental rights and the duty of schools to involve parents and young people in decisions.

**Our policies, procedures and practices reflect these laws and ensure transparent, legally compliant provision.**

## **3. Identification and Assessment of SEND**

Consistent with the SEND Code of Practice (2015), Dorset Studio School operates a graduated approach to identification:

- **Early Identification:** We initially use transition information from students' previous school and assessments on entry. Discussions with families and students may also identify SEND. We deliver training to our staff to ensure their understanding of strategies to support and identify vulnerable students is up to date. Teachers monitor progress and attainment to spot learning difficulties or barriers, ensuring universal quality first teaching adjustments are in place as per **Section 6.14** of the Code of Practice.
- **Assessment:** Where additional support is needed, specialist assessments by SENDCo are conducted, possibly involving external professionals such as Educational Psychologists, Speech and Language Therapists, or Health Services.
- **Areas of Need:** We categorise needs according to the four broad areas set out in the Code (Chapter 6.28–6.35): cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical needs.

## **4. Graduated Response and Wave Model**

In line with **SEND Code of Practice Chapter 6.44–6.58**, we implement a graduated response through a three-wave model:

**Wave 1: Quality First Teaching (Universal Provision)**: All teachers use adaptive teaching to ensure inclusive teaching as mandated by **Section 6.19** of the Code. This includes reasonable adjustments and adaptations to the curriculum and its delivery; the learning environment and the use of resources.

**Wave 2: Targeted Support**: Students not making adequate progress, despite quality first teaching, receive targeted small group or individual interventions. These interventions are evidence-based and monitored regularly, aligned with **Section 6.44** of the Code.

**Wave 3: Specialist Support**: For students with complex or persistent needs, including those with EHCPs, we provide bespoke one-to-one support and personalised provision. We collaborate with external specialists and follow statutory guidance on EHCP reviews under **Sections 9.66–9.75**.



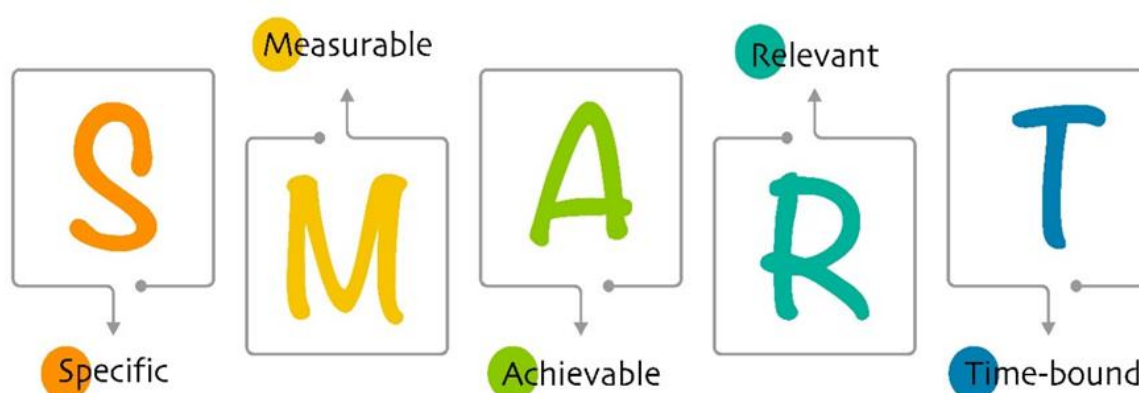
This model allows for continuous assessment, planning, intervention, and review, supporting the principles of the graduated approach mandated by the Code.

## 5. Provision and Support for Students with SEND

Provision is adapted and personalised to meet statutory duties under the **Equality Act 2010** and the Children and Families Act. This includes:

- Adaptive teaching and curriculum access.
- Small group and one-to-one literacy, numeracy, and social skills interventions.
- Access arrangements for examinations as specified under **The Equality Act 2010 (Reasonable Adjustments for Exams)** regulations.
- Pastoral support aligned with safeguarding and mental health provisions.
- Delivery of EHCP specified outcomes and provisions in partnership with local authorities.
- SMART measurable, achievable, relevant and time-bound targets for

We ensure that all students receive support without discrimination and with respect to their individual rights under the law.



## Cognition and Learning

Cognition and Learning needs arise when a student learns at a slower pace than their peers, which may include having a low reading or comprehension age. This area also covers conditions such as dyslexia, dyscalculia, and dyspraxia.

At Dorset Studio School, support is provided through Quality First Teaching and targeted small-group interventions. Literacy support is delivered through programmes such as *Lexia* and *Toe by Toe*, while numeracy support uses interventions such as *Numicon* and small-group sessions.

We also work with professionals from the local authority, including the Specialist SEN Teacher Service (SENSS) and Educational Psychologists. These interventions are monitored and evaluated using attendance and behaviour data, drop -ins, walk throughs, lesson observations, teacher assessments, student and parent(s)/carer(s)/family feedback, as well as standardised and external assessments.

## **Communication and Interaction**

Communication and Interaction needs occur when a student has difficulty expressing themselves, understanding language, or using social rules of communication.

Dorset Studio School supports these students through differentiated Quality First Teaching and targeted small-group interventions. The SENDCo team has specific expertise in working with students with Autism Spectrum Condition and collaborates closely with external agencies such as Educational Psychologists, Speech and Language Therapists (SaLT), and other health professionals

Progress is monitored and evaluated using attendance and behaviour data, drop -ins, walk throughs, lesson observations, teacher assessments, student and parent(s)/carer(s)/family feedback, as well as standardised and external assessments.

## **Social, Emotional and Mental Health (SEMH)**

SEMH needs may involve students becoming withdrawn, isolated, or displaying challenging behaviours linked to underlying needs such as anxiety, depression, ADHD, or other mental health conditions.

**Dorset Studio School has a focus on relational practice and has a Trauma Informed Practitioner.** In addition to teaching and adult-facing support staff, dedicated, personalised support is provided from Academic Coaches, Pastoral Leads, and the safeguarding team.

Targeted 1:1 or small-group interventions are delivered by specialist teachers and the wider pastoral team, with support from our **ELSA (Emotional Literacy Support Assistant)**. Interventions are reviewed termly through attendance and behaviour data, lesson observations, teacher assessments, parent(s)/carer(s)/family and student feedback, as well as possible external assessments.

Some students will have a **focus aid**, sometimes referred to as a 'fidget'. However, not all aids are suitable because they both distract the student user and others. **Miss Young has the final say on whether a student can use a focus aid as well as the suitability of the one selected, if appropriate.**

Some students will have a bespoke regulation protocol with the intention of keeping them focused on learning by minimising the time spent away from it. The school calls this protocol a **Brain Break**. **It is vital that all students that have access to a Brain Break use it effectively to become more consciously aware of their feelings and emotions to stay within their window of tolerance.**

## **Physical Disability and Accessibility**

Physical accessibility is addressed through our **Accessibility Plan**, ensuring that both the school environment and curriculum are inclusive. We also work closely with external professionals to provide a joined-up approach.

## **Monitoring and Reviewing Progress**

Progress is monitored in line with the SEND Code of Practice (2015), and includes:

- Termly assessment data review.
- Half-termly student progress assessments against national benchmarks.
- Progress reports shared with families each year.
- Input from external agencies where appropriate to support assessment of progress.
- Use of individual targets aligned to EHCP outcomes or intervention goals.
- Annual EHCP reviews, **in line with statutory requirements (Children and Families Act 2014, Sections 9.87 -- 9.98)**, with multi-agency input where needed.

**Where students have complex needs, progress may be reviewed more frequently. Students with an Education, Health and Care Plan (EHCP) will always have a statutory Annual Review.**

## **Transition Planning**

In line with **Sections 9.121–9.126 of the SEND Code of Practice**, Dorset Studio School provides bespoke transition support to ensure smooth and positive moves between educational settings. This includes:

- Coordinating with previous and next schools or colleges.
- Preparing personalised transition plans, including enhanced transition where needed.
- Involving families and external agencies in planning.
- Providing thorough induction and close monitoring during key transition phases.

Our SENDCo and other key staff liaise directly with previous schools to fully understand each student's needs and plan appropriate support. Where appropriate, we attend Annual Reviews and multi-agency meetings to gather relevant information. Additional visits to Dorset Studio School can be arranged, and students may receive photos of key staff and areas to help them settle in. Families are also encouraged to meet with the SENDCo to discuss needs in more detail and tour the school.

We place a strong emphasis on student voice, discussing aspirations and tailoring support to help students achieve their goals. **Careers Education, Information and Guidance are delivered through Personal Development and Drop-Down lessons**, covering:

- Researching careers of interest.
- Evaluating personal skills and matching them to suitable careers.
- Understanding the National Qualifications Framework and progression routes.
- Developing interview techniques.

From Year 10 onwards, students also take part in weekly work placements. These begin with placements on the Kingston Maurward site and progress to external employer placements in Year 11, supported by our Work Experience Coordinator.

Information about previous SEND provision is shared with the SENDCo team on a need-to-know basis, ensuring the right support is in place from day one.

### **Inclusion, Equality, and Accessibility**

The school complies with the **Equality Act 2010**, ensuring that students with disabilities or SEND are not disadvantaged or discriminated against. We make reasonable adjustments to policies, the school environment, and classroom practice to promote equal access to learning and opportunities. Our **Accessibility Plan** is available to view on the school website.

### **Curriculum Adaptations**

Curriculum delivery is compliant with statutory guidance to ensure accessibility for all students, including those with SEND. We follow the principles set out in **Section 6.11–6.15** of the SEND Code of Practice.

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 provide staff with the practical details of what works best for them. Where necessary, resources will be available to support the learning of students.

To support access to learning, Dorset Studio School may provide a range of reasonable adjustments, depending on individual needs. These could include visual aids, adapted resources, ICT equipment, enlarged reading materials, work scaffolds, or interventions such as literacy, numeracy, and regulation strategies agreed with the SENDCo. **Not all of these will be relevant for every student, and support is tailored to individual circumstances.**

### **Access arrangements for assessments**

At Dorset Studio School, access arrangements help students with SEND or disabilities show their true ability in exams. They remove barriers without giving an unfair advantage and may include extra time, a reader, scribe, laptop, rest breaks, or adapted papers. Arrangements are based on a student's usual way of working and follow Joint Council for Qualifications (JCQ) guidance, agreed through assessment and consultation with the SENDCo or specialist teacher, subject teachers, and parent(s)/carer(s)/ family.

### **Parent(s)/Carer(s) and Families**

In line with Section 9.3–9.7 of the Children and Families Act, we actively involve students and families in SEND decisions through transparent communication and collaboration. Families are invited to annual review meetings, and each young person with SEND is assigned a key worker who is available to provide support and act as a point of contact for parents when needed.

### **Safeguarding and Student Support**

Safeguarding practices comply with **Keeping Children Safe in Education (September 2025)** statutory guidance. Student support is personalised to support social, emotional, and mental health needs, supporting students' rights to a safe and nurturing environment.

### **External Agencies and Specialist Support**

The school works closely with external professionals in line with Sections 6.67–6.74 of the SEND Code of Practice, coordinating specialist assessments and interventions where appropriate. Regular support includes the **Educational Psychology Service** (assessments and strategies for learning and behaviour), **SEN Specialist Services (SENS)** (advice for specific learning difficulties), the **Hearing and Vision Support Service** (specialist support for sensory needs), and health colleagues. We also work with **Speech and Language Therapy (SaLT)** (supporting communication needs) and **CAMHS** (supporting mental health).

In some instances, the school may commission additional intervention from bespoke, OFSTED -approved independent providers. In all cases, the school will complete a rigorous risk assessment prior to the start date.

**For independent advice, Dorset SENDIASS offers free and impartial guidance to parents, carers, and young people.**

## **Staff Training and Development**

The school makes sure staff are well equipped to support students with SEND. Ongoing training in SEND awareness and intervention reflects best practice that is evidence-informed and statutory expectations (**SEND Code of Practice, Section 6.35**). Most training happens on INSET days, with extra sessions held termly to focus on particular needs.

Through the Appraisal process and procedure, staff will have coaching and training related to their particular needs. Our mantra is 'improve not prove' to ensure that the entire school community has a clear, transparent focus on getting better.

In addition, staff are also supported throughout the year by the SEND team, helping them to put effective strategies in place so that every student can access learning and make progress.

## **Complaints and Feedback**

The school follows the statutory complaints procedure related to SEND, as outlined in **Sections 10.61–10.68** of the Code of Practice and the school's complaints policy.

## **Contact Information**

**For SEND enquiries:**

**Miss Katherine Young**

Assistant Principal & SENDCo

Email: [send@dorsetstudioschool.co.uk](mailto:send@dorsetstudioschool.co.uk)

Specialist SEND teachers:

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