



## SEND Information Report

2024/2025

**E-ACT**

OPENING MINDS,  
OPENING DOORS

#thinkbig

#teamspirit

#dotherightthing

## Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link: [SEND Local Offer \(bristol.gov.uk\)](http://bristol.gov.uk)

You can find the most up to date SEND Code of Practice via:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Our SEND policy can be found on the academy website: [www.dolphinschoolbristol.org](http://www.dolphinschoolbristol.org)

E-ACT The Dolphin School Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

## The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



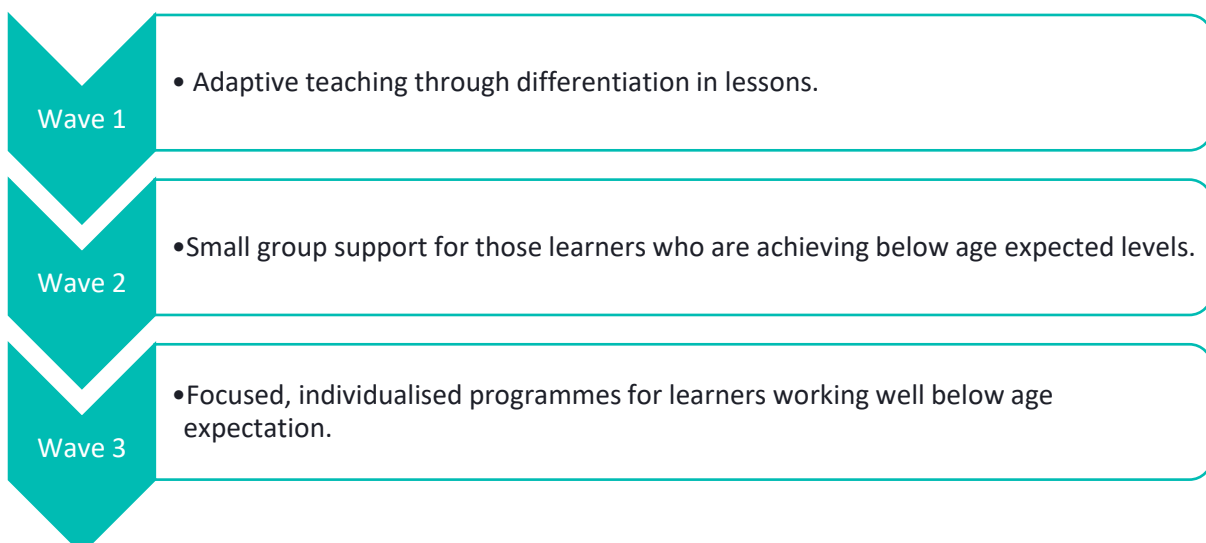
The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
<p>Communication &amp; Interaction</p>	<p><b>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</b></p> <p><b>Attention / Interaction skills:</b></p> <ul style="list-style-type: none"> <li>• May have difficulties ignoring distractions.</li> <li>• Need reminders to keep attention.</li> <li>• May need regular prompts to stay on task.</li> <li>• May need individualised motivation in order to complete tasks.</li> <li>• Difficulty attending the whole class.</li> <li>• Interaction will not always be appropriate.</li> <li>• May have peer relationship difficulties.</li> <li>• May not be able to initiate or maintain a conversation.</li> </ul> <p><b>Understanding / Receptive Language:</b></p> <ul style="list-style-type: none"> <li>• May need visual support to understand or process spoken language.</li> <li>• May need augmented communication systems</li> <li>• May have frequent misunderstandings.</li> <li>• Repetition of language and some basic language needs to be used to aid their understanding.</li> </ul> <p><b>Speech / Expressive Language:</b></p> <ul style="list-style-type: none"> <li>• May use simplified language and limited vocabulary.</li> <li>• Ideas / conversations may be difficult to follow, with the need to request frequent clarification.</li> <li>• Some immaturities in the speech sound system.</li> <li>• Grammar / phonological awareness is still poor and therefore their literacy can be affected.</li> </ul>
<p>Cognition &amp; Learning</p>	<p><b>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organizational skills</li> <li>• An understanding of numbers</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul>

<p>Social, Mental and Emotional health</p>	<p><b>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</b></p> <p><b>These difficulties may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties (ODD/EBD/PDA)</li> <li>• Attention difficulties (ADHD/ADD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> <li>• Emotional based school avoidance (EBSA)</li> </ul>
<p>Sensory and / or Physical</p>	<p><b>These learners may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.</li> </ul>

## Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



## Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Sharon Degg</p> <p>Contact details:</p> <p>Phone: 01179240517</p> <p>Email: info@tds.e-act.org.uk</p>
<p>How accessible is the academy site?</p>	<p>The Dolphin School was a new building which opened April 2017 and therefore the school is compliant with recent legislative requirements as set out by building regulations.</p> <p>The new building is a three-storey building with classrooms based on all floors. There is a large and small hall on the ground floor and a library on the first floor. There is a roof garden on the second floor. The Administration space is on the ground floor and staff room on the first floor. The Reception Class is located on the first floor with access via a bridge with stairs and includes their own play space. Reception children enter school via this bridge from the Cheltenham Road entrance. All other pupils enter school via 25a Bath Buildings gate entrance. There is a lift to all floors if supported access is required.</p> <p>All Internal doors are wheelchair accessible, and an accessible toilet is located on each floor. These are fitted with a handrail and a pull emergency cord. There is a flashing fire light alarm for pupils or staff using the accessible toilet in case of fire. There are wide corridors and a 30.RAL difference between the colours of the walls and the flooring for pupils and staff who may have a visual impairment. The school has internal emergency signage and escape routes are clearly marked for all. School has considered appropriate colours and blinds for decorating classes.</p> <p>Parking for Staff and Parents/Carers is on the road which is permit parking only. Blue badge holders could park on the road and display their parking badge within the Bristol City Council guidelines for on road parking. This is not a designated blue badge park bay and if</p>

	<p>needed an assessment would be carried out and provision made to accommodate parking if needed.</p> <p><a href="#">Key Information - The Dolphin School Bristol</a></p>
<p>How will academy staff support my child?</p>	<p>All teachers will be informed of your child’s individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the academy, there are a variety of staff roles to support your child.</p> <p>As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy headteachers, SENDCo’s and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).</p> <p><b>Wave 1 interventions:</b></p> <p>Adaptive teaching (within the classroom)</p> <p>Scaffolded tasks</p> <p>Guidance to staff on how best to support within the classroom. We use pupils profiles for all pupils on the SEND Register which identifies ordinary available provision and strategies to support pupils individual needs.</p> <p>Timetable Rock Stars</p> <p><b>Wave 2 interventions:</b></p> <p>Rapid Catch Up Little Wandle Phonics</p> <p>Well Comm – Early Communication screening and programme</p> <p>Focus Reading groups</p> <p>Focus Maths groups</p> <p><b>Wave 3 interventions:</b></p> <p>Little Wandle SEND programme – delivered internally</p> <p>Nessy Reading and Spelling – delivered via online programme and supervised and monitored internally</p>

	<p>Speech and Language support half a day a week by external provider</p> <p>Bespoke support linked with pupils EHCP identified provision delivered internally</p>
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p> <p>Overview of key stage statutory assessments and access arrangement being done at E-ACT The Dolphin School:</p> <p>Yr 1 Phonics screening</p> <p>Yr 2 Phonics screening</p> <p>Key Stage One SATS – (non-statutory as not reportable)</p> <p>Key Stage Two SATS</p> <p>Yr 4 multiplication check</p> <p>Access arrangements will be added in Term 2 once the DFE have published the details.</p> <p>Children are identified as having SEND in a variety of ways including the following:</p> <ul style="list-style-type: none"> <li>• Concerns raised by a parent/ carer</li> <li>• Liaison with the child’s nursery school/ previous setting</li> <li>• Concerns raised by child’s class teacher/ keyworker e.g. the child is performing below age related expected levels</li> <li>• Liaison with outside agencies:</li> <li>• Health diagnosis from a paediatrician</li> <li>• Identification following assessment</li> </ul> <p>Our criteria for placing a child on the SEND register is:</p> <ul style="list-style-type: none"> <li>- Consistently slow progress in a core area of learning</li> <li>- Significant attainment gaps between child and peer group</li> <li>- Children who require support in addition to and different from their peer group</li> </ul> <p>At E-ACT The Dolphin School we have a Full time Inclusion Lead which includes SENCO responsibilities.</p> <p>We have a Speech and Language Therapist for half a day per week.</p> <p>External agencies are involved when we require specialist input and expertise beyond normal school resources:</p> <p><b>Communication and Interaction:</b></p> <p>Speech and language services- Talk therapy and NHS SALT</p> <p>Bristol Autism Team</p>

	<p>Educational Psychologist</p> <p><b>Cognition and Learning:</b></p> <p>SENCAT</p> <p>Educational psychologist</p> <p>Paediatrician</p> <p><b>Social Emotional Mental Health:</b></p> <p>CAMHs (child mental health services) Social care</p> <p>Not Just Behaviour Support</p> <p>Paediatrician</p> <p>ALP hub</p> <p>Families In Focus</p> <p><b>Sensory and or Physical:</b></p> <p>School nurse</p> <p>Occupational therapy</p> <p>Paediatrician</p> <p>Physio therapist</p> <p>Sensory Impairment team</p>
<p>How are academy resources allocated and matched to children’s special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy’s ability with the funds available.</p>
<p>How will I know how my child is doing and how will you help me to support my child’s learning?</p>	<p>Parents evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child’s needs and meetings can be booked to meet with the SENDCo throughout the year.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers’ views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them</p>



	<p>within the classroom. This will be added to their plan/passport and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with:</p> <p>Class teacher          EYFS lead – Tom Linder          SENDCo – Sharon Degg          Assistant Head – Sophie Adamo          Head Teacher – Kirstin Craig</p> <p>Learners are encouraged to:</p> <p>Attend extra-curricular clubs          Take an active role within group activities          Take part in pupil voice activities          Attend review meetings          Contribute to target setting and reviewing</p>
<p>What support will there be for my child’s overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress, and their individual needs are catered for.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff. If you require any support you can contact Ms Degg and/or Miss Barrington via Phone class, in person or emailing the info account</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this or other adjustments like staying in the hall to colour. There are no spaces to access elsewhere during lunchtimes however adjustments will be made wherever possible. Speak to your child’s class teacher or Ms Degg.</p>
<p>What specialist services and expertise are</p>	<p>We have access to the following specialist services and expertise:</p>

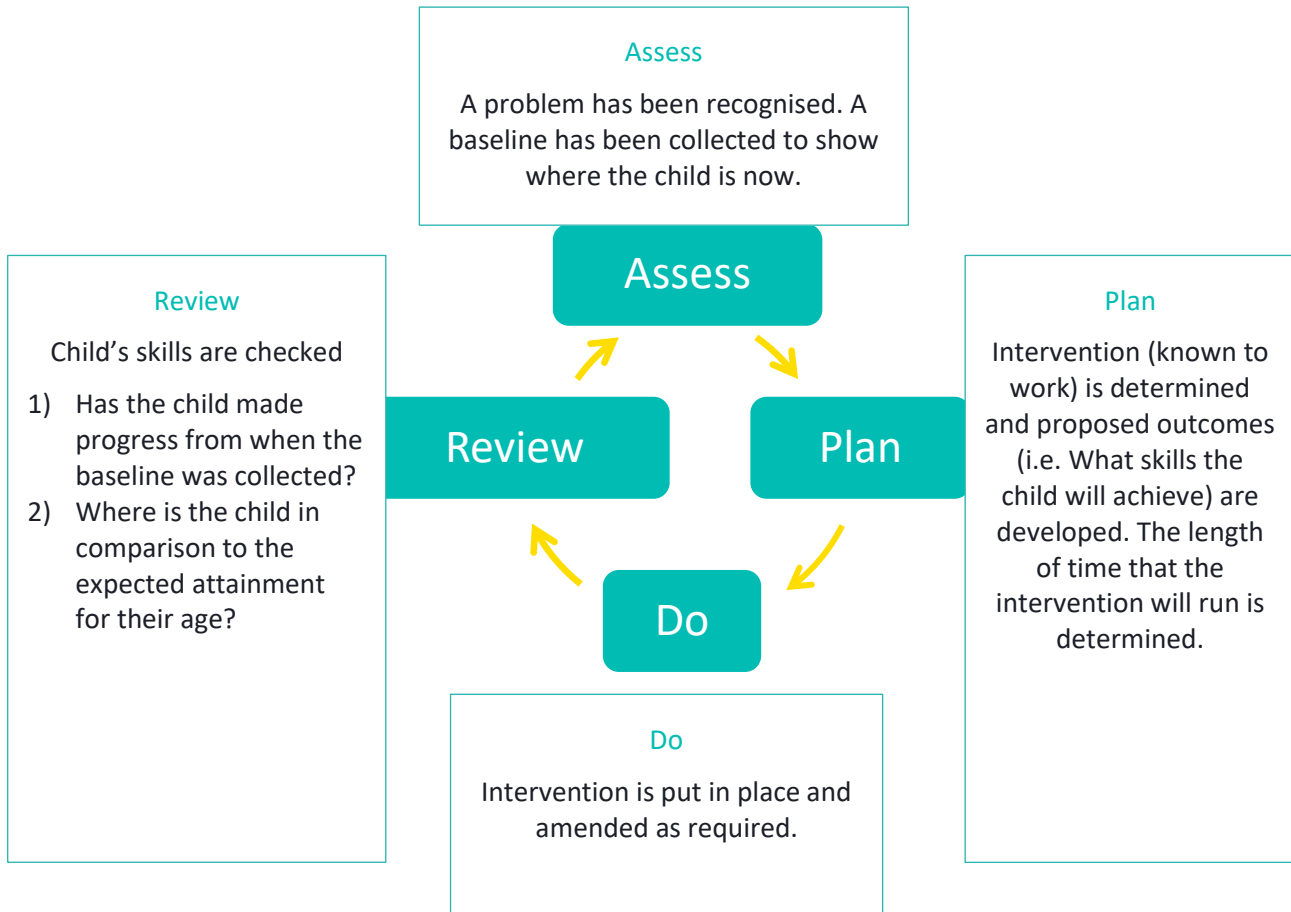
<p>available or accessible by the academy?</p>	<p>School nurse            Counselling            Medical – GP, Hospital            NHS outreach            Bereavement Counselling            Educational Psychologist            Mental Health – CAMHS / COBS etc            Social Services</p> <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p> <p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p>

	<p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>There is a programme of open events for perspective parents for Reception class intake.</p> <p>All pupils joining in our Reception class will be offered a home visit as well as a program of stay and play sessions in Term 6 before attending in September. Additional transition plans can be made for pupils who need more support, this will be done by EYFS, Lead Tom Linder and or the SENCO, Sharon Degg.</p> <p>If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at E-ACT The Dolphin School Academy:</p> <p><b>For academic concerns:</b></p> <p>Class Teacher          Head Teacher – Kirsteen Craig          Assistant Head – Sophie Adamo</p> <p>If your child has a Special Need you can also contact Inclusion Lead – Sharon Degg</p> <p><b>For pastoral concerns:</b></p> <p>Head Teacher – Kirsteen Craig          Assistant Head – Sophie Adamo          Inclusion Lead – Sharon Degg</p> <p>If your concern is in relation to your child's Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child's special educational need/s, please contact the SENDCo directly.</p>

	<p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website: <a href="#">Key Information - The Dolphin School Bristol</a></p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>• Helping them to be organised for their day (including bringing the right equipment and books)</li> <li>• Full attendance and good punctuality</li> <li>• Supporting with reading at home</li> <li>• Completion of homework</li> <li>• Attending parent’s meetings</li> <li>• Attending any meetings specifically arranged for your child</li> <li>• Ensure that any interventions to complete at home are encouraged and supported</li> </ul>
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a Supporting Behaviour Plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of the Class Teacher and SENCO and reviewed as agreed at the first meeting.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner’s attendance falls below 96%, contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT's Behaviour and Attendance team.</p>
<p>How is the Trust’s Governance involved and what are their responsibilities?</p>	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENDCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT. The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENDCo and/or the Headteacher then the E-ACT SEND team can be contacted at the request of parents.</p>

## Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



## Glossary of SEND Acronyms & Abbreviations

<b>ADD</b>	Attention deficit disorder	<b>LAC</b>	Looked after child
<b>ADHD</b>	Attention deficit hyperactivity disorder	<b>LO</b>	Local offer
<b>ASD</b>	Autistic spectrum disorder	<b>MLD</b>	Moderate learning difficulty
<b>CAMHS</b>	Child and adolescent mental health service	<b>ODD</b>	Oppositional defiant disorder
<b>CIN</b>	Child in need	<b>OT</b>	Occupational therapist
<b>CoP</b>	Code of practice	<b>PDA</b>	Pathological demand avoidance
<b>CP</b>	Child protection	<b>PEP</b>	Personal education plan (for looked after child)
<b>CYP</b>	Children and young people	<b>PEEP</b>	Personal emergency evacuation plan
<b>EAL</b>	English as additional language	<b>PMLD</b>	Profound and multiple learning difficulties
<b>EHCP</b>	Education health care plan	<b>PP</b>	Pupil premium
<b>EP</b>	Educational psychologist	<b>SALT</b>	Speech and language therapy
<b>EYFS</b>	Early years foundation stage	<b>SDQ</b>	Strengths and difficulties questionnaire
<b>FAS</b>	Foetal alcohol syndrome	<b>SEND</b>	Special educational needs and disabilities
<b>FASD</b>	Foetal alcohol spectrum disorders	<b>SENDCo</b>	Special educational needs and disabilities coordinator
<b>GLD</b>	Global learning delay	<b>SLCN</b>	Speech language and communication need
<b>HI</b>	Hearing impairment	<b>SLD</b>	Severe learning difficulty
<b>HLTA</b>	Higher level teaching assistant	<b>SpLD</b>	Specific learning difficulty
<b>IEP</b>	Individual learning plan	<b>SPDs</b>	Sensory processing disorders
<b>IRP</b>	Independent review panel	<b>TA</b>	Teaching assistant
<b>ISP</b>	Individual support plan	<b>VI</b>	Visual impairment