

**Dale Community Primary
School & Stonehill
Nursery School
SEN&D School
Information Report**

September 2016



Derby City Council



This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

Dale Community Primary School provides education to approximately 540 children between the ages of 4-11 in a Victorian building with modern extensions. We are federated with Stonehill Nursey School who provided nursery education to 3-4 year olds. We are a mainstream provision.

Dale Community Primary School together with Stonehill Nursery is an inclusive school where diversity is celebrated.

What is SEN&D and SEN&D support?

SEN&D stands for special needs and, or a disability.

The Code of Practice 2015 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning/SEN&D?

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

SENCOs: C. Morley and T.Griffiths

SEN&D Governor: Chris Peake

Other key staff: Inclusion Officers and Class Teachers

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEN&D provided for in our school are:

When identifying the nature of a child's special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the child may need support in more than one of these areas.

How are children with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2015, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/ class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are Looked After by the Local Authority and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo, Class Teachers and Inclusion Officers to consider all the information gathered from within the school.

Parents/carers will be notified and the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

Assess - an analysis of a child's needs will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.

Plan – if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed.

Do – interventions/support will be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents through this process.

Multi-Element Plans (MEPs) will be written 3 times each year for children who are at 'Enhanced' or 'EHCP' level on the school's SEN&D list. Parents will be given the opportunity to be part of this process at termly parents' evenings. Parents who do not attend will receive MEPs through the post.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of children with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention:

- This could be for speaking and listening, reading, phonics, spelling, numeracy and social skills. These could be delivered by a teacher, TA or members of the Inclusion Team.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe your work
- Access arrangements for National Curriculum Testing

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist, Speech and Language Therapists or the Community Paediatrician. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Children's progress is continually monitored by the Leadership Team, Inclusion Team, Class Teachers and Teaching Assistants. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEN&D Support or has a statement/EHC Plan, you will receive a verbal termly report on their progress during our parents'/carers' evening. The progress of children with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making

good progress and securing good outcomes. This is known as the graduated approach.
6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCo.

What support is there for my child's overall wellbeing?

The wellbeing of the children in our school is supported by class teachers, teaching assistants, the Inclusion Officers, the Office Staff and the Leadership Team. The Leadership and Inclusion teams meet regularly to monitor wellbeing through analysis of Thrive Online screenings and our Care records. Vulnerable children and those identified as needing additional support for SEMH issues are assigned a key worker from the Inclusion Team to enable them to access additional pastoral support.

We use the Thrive Approach to support emotional and social development through buddy systems, community room support, the use of social games and stories and one-to-one Thrive activities.

This may also involve working alongside outside agencies such as the Health Service, and/or specialist educational services and Social Care.

How is SEN&D support allocated to Children at our School?

The Code of Practice 2015 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.' :

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Children with more complex needs who may also require support from outside agencies would be classified as SEN&D enhanced support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support children with SEN&D. The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

Children will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Within school, the following people could support your child (funded from the school's budget):

- Teachers
- Teaching Assistants
- Inclusion Officers
- Educational Psychology Service
- Specialist Teachers – ASD
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team

- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella <http://www.umbrella.uk.net/>
- Fun8bility <http://www.stjamescentrederby.co.uk/fun-abili8y>
- Disability Direct <http://disabilitydirect.com/derby/>
- Derby City Parent and Carer Forum <http://www.derbycityparentcarerforum.org.uk/>
- Contact a Family <https://www.sendirect.org.uk/providers/contact-a-family/my-services/contact-a-family-derby-east-midlands/>

And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class Teachers, Teaching Assistants, Inclusion Managers, Inclusion Officers and the Leadership team are available to discuss issues, as appropriate to their roles in school.
- Your child's targets will be reviewed 3 times a year and we will work with you to review and plan these at your child's parents evening appointment. If we involve outside agencies to provide your child with 'enhanced' support you will also be invited to a meeting with the Inclusion Manager to assess progress, make plans for the next academic year and talk about how you can support your child at home.
- We will hold meetings with outside professionals from Education, Health and Social Care where and when appropriate.
- We will share information with you about parent/carer support groups.

How does the school support children with medical conditions?

The school follows '**Supporting pupils at school with medical conditions**

Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some children may also have a care plan in place.

Staff will be updated on conditions and medications affecting individual students and be given access to external training, where appropriate, so that they are able to manage medical situations.

It is important that you update us regularly of any changes so that we are able to inform staff.

How is our school accessible to children with SEN&D?

The ground floor of our building is accessible to all. Our specialist equipment includes 2 disabled toilets (one with a hoist) and a Evac-chairs.

We adapt teaching resources and equipment as necessary so that they are equally accessible to all children.

Breakfast Club and extra-curricular provision is accessible to all children including those with SEND.

All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. Individual risk assessments for identified children may be written in consultation between Class Teachers, Inclusion Managers, Inclusion Officers, the Leadership Team and Parents.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to new subject teachers. All relevant information will be shared.

Starting school or on transfer from Nursery/ Infant School

- Children's visits to school

- Parent information sessions delivered with community translation.
- Sharing records with previous provision
- Visits by school staff to previous provision (where possible)
- Transition meeting with Inclusion Manager
- Record Sharing

Transition from Key Stage 2 to Key Stage 3:

- Head of Year 7 will visit our school and meet pupils and class teachers
- Transition meeting for SENCOs
- Record sharing
- Enhanced transition. This may include additional visits and Summer School.
- Transition intervention group run by Inclusion Officer.

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes as appropriate to the age and communication abilities of the child.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school.

- Differentiation, including pupils with specific learning difficulties
- Access Arrangements for National Curriculum Assessments
- Information regarding specific conditions
- Working with the New Code of Practice
- Using specialist medical equipment and administering medicines
- Attachment difficulties

- Induction training for new staff regarding Inclusion at Dale Primary School and Stonehill
- Autism Champion
- Supporting children with SEMH
- Identification of SEN in pupils with EAL.

This year we will cover:

Training	Staff	date
Hearing Impairments	Year 1 staff	September 2016
Cystic Fibrosis	Office and Teaching Assistant	September 2016
Assessment of children working significantly below ARE	Teaching staff	Autumn 2016
Writing SMART targets for MEPs	Teaching staff	January 2017

Other training activities will planned as the need arise.

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to the Chair of Governors at the school. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy
- Inclusion Policy
- Accessibility Plan
- Equality Policy

Inclusion Managers	Claire Morley Toni Griffiths	
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Head Teacher	Linda Sullivan
SEND Governor	Chris Peake

Contact through the school office
or on 01332 760070