

DOTHILL PRIMARY SCHOOL

SEND Information Report 2015-16



What is the SEND information Report

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The school's SEN and disability policy can be found in the key information section of the school website.

At Dothill Primary school we are committed to working together with all members of our school community. This school offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Governor: Mr Frank Burns

Name of SENCo: Mrs Hazel Maltby

Name of Head: Mrs Rebecca Butler

The 13 questions and answers below provide for more information about the offer for children with SEND at Dothill Primary School.

Question 1 - What kinds of SEN are provided for?

The class teacher is required to provide daily quality first teaching in the classroom for all children.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different techniques of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical equipment, visual aids or frames to scaffold learning.

- Specific in class strategies (which may be suggested by the SENCo) are in place to support your child to learn.

Question 2 – How are children with SEN identified and assessed?

Following the provision of quality first teaching and checking on the progress and understanding of your child, the class teacher may have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This is then discussed with the SENCo who, following some in class observations and discussions with the pupil may suggest some of the following strategies and provision be put in place.

Specific group work

Intervention which may be:

- Run in the classroom or within a small group.
- Run by a teacher or a Teaching Assistant (TA).
- Carried out in additional time throughout the day (afternoons or after school)

Provision of different learning materials or specialist equipment.

E.g. sloping boards, pencil/pen grips, coloured overlays or wobble cushions.

This could just be consideration of seating choices in the classroom or levels of noise and lighting, access to the interactive board or provision of ICT equipment.

Specific Individual support.

This type of support is available for children who require targeted 1:1 or small group support for a short period of time in order to accelerate progress or fill a gap.

Sometimes children require this support longer due to their needs being more severe or complex.

This is usually provided through completing the process and assessment of needs which results in an Education, Health and Care Plan (EHCP) being implemented. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

Your child may also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

The school (or you) can request that Local Authority Services carry out an education, health and care needs assessment of your child. This is a legal process which sets out the amount of support that may need to be provided for your child.

Following the assessment, if your child's needs are not considered severe or complex they will ask the school to continue with the current support or perhaps make suggestions about possible future plans.

If your child's needs are severe, complex and lifelong they will write an Education Health Care Plan (EHCP) in consultation with you as parents, the school and all professionals involved with the child.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term outcomes planned for your child.

Question 3 - How are parents and children consulted and involved in their education?

All parents and carers are encouraged to communicate openly and regularly with their child's class teacher as they are the first point of contact and gather information regarding your child's progress.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Coordinator (SENCo).

Mrs Hazel Maltby - hazel.maltby@taw.org.uk

If your child is identified as not making adequate progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

If you have a concern about the support your child is receiving you can contact

The Head teacher - Mrs Rebecca Butler who will seek to ensure that your concerns are heard and followed up.

At Dothill we aim for parents to be well aware of their child's needs and progress so their child gets the most from school whilst enjoying their time with us!

Question 4 - How is the progress of pupils with SEND assessed and reviewed?

Your child's progress is continually monitored by his/her class teacher.

- Attainment is recorded as being
 - currently well below average
 - currently below average
 - on track
 - on track to exceed
 - on track to significantly exceed

His/her progress is reviewed formally every half term in reading, writing and maths.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

At the end of each half term children also complete a test for test for maths which gives the children a standardised score and allows the class teacher to identify any gaps to be closed or what aspect of the curriculum may need more time spent covering.

Children may have an Individual Education Plan (IEP)/personal targets or an SEN passport which will be reviewed on a termly basis, and a future plan made.

The progress of children with a statement of SEN/EHC Plan is formally reviewed at least annually at a review, with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Question 5 - What arrangements are in place for pupils transitioning from each stage of education, including preparing them for adulthood?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Pre-School to EYFS

- Children who attend the on-site Pre-School have regular opportunities to join in with EYFS sessions to meet staff and other children already attending Dothill.
- The EYFS Manager visits all pre-schools where possible before children begin at Dothill to discuss their needs.
- All children have the opportunity to visit EYFS for 5 sessions during the late summer term.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- All children have at least one transition morning in the half term before they move to meet their new teacher.

In Year 6:

- The Class Teacher/SENCo will discuss the specific needs of your child with the SENCo of their secondary school.
- Your child will carry out focused learning lessons about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Where appropriate Val Jones (SPECTRA Autism Advisory Teacher) will work with a small group of children to help prepare with the move to secondary school.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

Question 6 - How are children and young people with SEND taught at Dothill?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Question 7 - What adaptations are made to the curriculum and learning environment for children with SEND?

The building currently meets all disability requirements.

We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND.

To find out more about the Dothill curriculum follow the link

<https://dothill-primary-school.secure-primariesite.net/topic/curriculum>

Question 8 - What training is provided for staff supporting children with SEND?

The SENCo is required to either be in the process of completing or have completed the National Award in special educational needs co-ordination. Our current SENCo is Mrs Hazel Maltby who is in the process of completing this award.

The SENCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.

Individual teachers and support staff attend training courses run by Telford and Wrekin and outside agencies that are relevant to the needs of specific children in their class.

Teaching assistants have weekly CPD sessions.

Lunchtime supervisors also have half termly CPD sessions.

Question 9 - How do you evaluate the effectiveness of the provision for children with SEND?

Children's needs usually change over time, so that many children will need additional support for a short period of time e.g. to catch up with learning or a particular skill. Some may need increasing levels of support throughout the time in school. Our aim is to support your child's progress through partnership with parents with learning at the heart of all we do.

Question 10 – How are all children in school with and without SEND enabled to engage in activities together?

At Dothill we aim to be an inclusive school where all children are treated with equal rights. Where possible we support children with SEND alongside children without SEND in class and in small groups. All children are encouraged to play alongside one another during free times in school and friendships and relationships are nurtured by all staff.

Question 11 – How does school promote and care for the emotional and social development of its pupils?

At the beginning of this academic year children completed a pupil voice questionnaire and parents completed a parent voice questionnaire. The findings of these were discussed by the school council and a number of improvements and adjustments were made in school. E.g. Children identified that the free times on the playground weren't as positive an experiences as they would like with some children acting unkindly or children becoming bored and restless. Since then children have worked with lunchtime supervisors and TAs to agree on games and equipment that would improve their playtime experiences. The children have more equipment on the playground including giant ludo, giant snakes and ladders, hoppers, skipping ropes, hoops, story books and paper and pens. They also now have older children who take responsibility for running games sessions called 'jumping jaxx'.

The questionnaire also identified that not all children could confidently articulate the school's behaviour policy. The SMART code was reintroduced and now all staff members have a set of reminder visual aid cards to refer to and reinforce appropriate behaviours consistently across school.

This is our SMART code.

Speak politely and listen carefully.

Make school enjoyable for everyone.

Act safely.

Respect and care for each other.

Tell someone your worries.

Question 12 - How do you involve specialist services to support the needs of young people with SEND and their families?

School provision

- Learning Support Assistants
- Attendance Officer
- Behaviour for Learning support Teams

Specialist groups run by outside agencies

This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Educational Psychology Service (EPS) or Speech and Language service (SLS)

What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. A Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Early Learning Support Services
- LSAT (Learning Support Advisory Teachers)
- LSBT Learning Support Behaviour Team
- Relateen - counselling service

Outside Agency Provision

Spectra - Autism Spectrum Advisory Teacher

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- CAMHs (Child and Adult Mental Health Services)

Services available to support Parents

Information, advice and support services (IAS)	Family Connect
Offer free support for parents and carers of children and young people with Special Educational Needs.	Family Connect is a free, confidential service providing, impartial advice, information, guidance and support on a full range of children's services available across the borough including childcare, activities, school admissions and finance.
Contact 01952 457176 http://www.iassnetwork.org.uk/	Contact http://www.telford.gov.uk/info/200071/parental_support/240/family_connect

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report which can be discussed with the SENCO.

Personal progress targets/IEP's may be reviewed with your involvement.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Question 13 - What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Dothill?

Mrs Jo Ward is our chair of governors. She will be happy to discuss any issues parents may have that have not already been addressed by the school staff or if you feel that these have not been addressed effectively enough.

For more information and contact details of our governors please see the 'About us' section of the website or use the link below.

<http://www.dothillprimaryschool.co.uk/governors-1/>