

Dingle Community Primary School

Special Educational Needs and Disability Policy and Provision Information Report

Information for parents of pupils with Special Educational Needs and Disabilities 2023/2024 in accordance with section 65(3) of the Children and Families Act 2014.

Dingle Community Primary school is a fully inclusive school. Our aim is for ALL pupils to achieve their potential, personally, socially, emotionally, physically, and educationally. We are constantly looking at ways to improve the provision for our pupils. This guide has been put together to inform parents and carers with children who have Special Educational and Disability Needs. Our SEN information report helps you understand how we support pupils with special educational needs and disabilities.

Ms Nichola Heather- Acting Headteacher /SEND responsibility

Wendy Newton - SEND Link Governor

School telephone Number- 01384 818 305

[School email](mailto:info@dingle.dudley.sch.uk) - info@dingle.dudley.sch.uk

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for, SEND, read our SEND policy. You can find it on our website. Note: If there are any terms, we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1: What is the SEND Information Report?

Our SEND information report forms part of the Dudley local offer for learners with Special Educational Needs and Disabilities (SEND). The Children and Families Act (2014) states that local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25 years.

2: What is the Local Offer?

The Local Authority is required to publish and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and disabilities (SEND) aged 0-25. This is the 'Local Offer.'

The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to twenty-five, across education, health, and social care.

The link to Dudley Council's Local Offer: [Local offer](http://www.dudley.gov.uk/resident/localoffer) <http://www.dudley.gov.uk/resident/localoffer>

3: Who will support my child?



Ms Heather is our Acting Head and SENCo.

She has completed the National Award in Special Educational Needs Co-ordination from University of Birmingham. Ms Heather is a Senior Mental Health Lead, Trauma and Awareness Practitioner and a level 3 counsellor. She has been a senior leader for over 15 years and is currently completing the NPQH (National Professional Qualification for Headship).

All our teachers receive continuous professional development for supporting pupils with additional needs, and are supported by the SENCO to meet the needs of all pupils who have SEN.

All staff have received training provided through the DFE to support pupils with ASD in the school setting. In the last academic year, support staff have received further training in Emotion Coaching, Makaton, Bereavement Counselling, Drawing and Talking, Speech and Language and Wellcom Language Intervention. Several staff are qualified nurture practitioners and Emotional Literacy Support Assistants.

4: What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

Broad area of need	Difficulties	Possible Interventions and support
Cognition and Learning	<p>Specific learning difficulties including dyslexia, dyscalculia and dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p>	<p>Adaptive teaching strategies</p> <p>Sensory Circuits</p> <p>Additional reading</p> <p>Phonics Intervention</p> <p>Maths Keep Up</p> <p>Bespoke curriculum for individual targets</p> <p>Precision Teaching</p>
Communication and Interaction	<p>Autism Spectrum Condition</p> <p>Speech and Language Difficulties</p>	<p>Adaptive Teaching strategies</p> <p>Talk About Social interaction and communication programme</p> <p>1:1 / small group SAL intervention</p> <p>Wellcomm language intervention</p> <p>Boxall Profile targets</p> <p>Bespoke curriculum for individual targets</p> <p>Nurture Provision</p>
Social, Emotional and Mental Health	<p>Attention Deficit Hyperactivity Disorder(ADHD)</p> <p>Attention Deficit Disorder (ADD)</p>	<p>Adaptive teaching strategies</p> <p>Boxall Profile targets</p> <p>Nurture Provision</p> <p>Drawing and Talking</p> <p>Emotional check ins</p> <p>Circle of Friends workshops</p> <p>Bespoke curriculum for individual targets</p> <p>Availability of a familiar trusted adult</p>

		Restorative Conversations Reflection times Time out Calm Cove The Explosive Pupil Anger management Emotion Coaching scripts Karen Treisman Calm box Zones of Regulation
Physical and Sensory	Hearing impairments Visual Impairments Multi- sensory impairment Physical Impairment	Adaptive teaching strategies Sensory Hub Provision Movement Breaks Adaptations to the environment

At Dingle Primary, we make sure that there is provision in place for pupils who have any of the needs in the table above. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil. All children in school have support within lessons through adaptation to quality first teaching strategies. This means that support is in place for pupils to access the curriculum. This can include a variety of adaptations to the physical environment, teaching style, available resources, as well as level of adult support.

We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable, and, at times, anyone may need additional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Dingle Community Primary has a Shining Stars Nurture Hub which caters for children requiring a significantly different approach to meeting their social, emotional, and mental health needs. This is led by trained nurture leaders and overseen by the SENCo. The aim of the hub is to provide additional support tailored to meet the needs of the children with the long-term aim being a successful transition back into class. The Sensory Hub provides a similar provision for children who may find the classroom environment overwhelming. Again, the aim is transition back into the whole class setting. This transition is phased and flexible to meet the needs of the individual child.

All teachers are teachers of SEN. Progress, outcomes and the wellbeing of all pupils is everyone's responsibility.

<u>Wave one</u>	<u>Wave two</u>	<u>Wave three</u>
<p data-bbox="165 180 479 215"><u>Quality first teaching</u></p> <p data-bbox="165 252 712 480">Teachers will use adaptive teaching strategies to continually assess the strengths, needs of learners, and adapt their teaching accordingly to ensure all learners can achieve their full potential.</p> <p data-bbox="165 520 584 555">This may include the following:</p> <p data-bbox="165 595 528 630">Reduction in cognitive load</p> <p data-bbox="165 670 439 705">Scaffolding support</p> <p data-bbox="165 745 701 828">Rosenshine's Principles for planning and delivery</p> <p data-bbox="165 868 336 903">Pre teaching</p> <p data-bbox="165 943 492 978">Recaps on prior learning</p> <p data-bbox="165 1018 394 1053">Spaced retrieval</p> <p data-bbox="165 1093 418 1128">My turn, your turn</p> <p data-bbox="165 1168 759 1203">Responsive teaching in all lessons using AFL</p>	<p data-bbox="806 180 1344 215"><u>Interventions and additional Provision</u></p> <p data-bbox="806 252 1442 432">Despite adaptive strategies being used in the classroom, progress is less than expected and gaps towards age related expectations may be widening.</p> <p data-bbox="806 472 1453 603">Additional in class support may be put in place and further targeted interventions. These may be delivered 1,1 or in small groups.</p> <p data-bbox="806 643 1451 823">Individual targets are set and reviewed each term. These targets will address gaps in knowledge and learning behaviours that may be barriers to progress.</p> <p data-bbox="806 863 1426 1086">Pupil passports are provided to teachers. These outline a child's strengths and challenges, providing a holistic picture of the individual child and what helps and supports them in their school life.</p> <p data-bbox="806 1126 1379 1209">Targets may be put in place using recommendations from external agencies.</p>	<p data-bbox="1482 180 1823 215"><u>Individualised Provision</u></p> <p data-bbox="1482 252 2069 576">As part of the assess, plan, do, review process, the SENCo may decide that individualised provision is required to meet the individual needs of the child. This is usually because of an EHCP being issued where school is expected to meet the needs outlined in Section F of the plan.</p> <p data-bbox="1482 616 2069 746">This may also be put in place should a child be struggling to access learning based on SEMH needs.</p> <p data-bbox="1482 786 2056 869">Individual support in class may be in place but this is dependent on many factors.</p>

<p>Mini plenaries used to address misconceptions</p> <p>Questioning used effectively to check understanding</p> <p>Engaging and appropriate resources are used</p> <p>Tasks broken down into smaller steps</p> <p>Over learning</p>	<p>This will all form part of the graduated response of plan, do, assess, review.</p>	
---	---	--

4. How does Dingle Community Primary School identify and assess Special Educational Needs?

Children with a SEND are identified as early as possible. This may be by parents or outside agencies working with the child and their family. Pre-school and reception induction meetings provide further opportunities to share information or mention any concerns parents may have. In some cases, this may lead to a personalised transition programme when starting school and/or an individualised provision.

For children starting school mid-year, information about a child's SEND should be passed on by the local authority or previous school setting. For children looked after by the local authority, this information will be provided through the personal education plan (PEP) prior to the child starting or at least within their first week of arrival. It may be that a child starting school mid-year requires a phased transition to school.

In some instances, a child's SEND may not be obviously apparent until they are a little older. School has an open-door policy enabling parents to speak to the class teacher and Ms Heather at various points during the day whenever possible. Alternatively, parents can contact the school office and arrange a more in-depth appointment at a mutually convenient time.

Class teachers meet with the SENCO, at least termly to discuss progress and attainment for all pupils, including those with SEND. Teachers identify pupils making less than expected progress whilst considering the pupils age and individual circumstances.

For instance:

Progress may be significantly slower than that of their peers starting from the same baseline.

Progress may be different from the child's previous rate of progress.

The attainment gap may be widening.

Limited progress with wider development including social and emotional development.

Difficulty regulating emotions and behaviour concerns as a form of communication.

Once a child is identified as a cause for concern, their progress will be monitored closely and adaptations to Quality First Teaching put in place. A child would remain as a cause for concern for at least one termly cycle of plan, do, assess and review. It is important to note that slow progress and attainment do NOT necessarily mean that a pupil has a special educational need. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo who will contact you to discuss any concerns.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



Identifying pupils whose first language is not English, as having a special educational need or disability, the class teacher together with the SENCo will look at all aspects of that child's performance in different areas of learning to establish whether the lack of progress is due to limitations in their command of English or from a special educational need or disability. It is important to note:

We use a variety of different ways to assess whether a child has special educational needs. Some of these ways include:

- observations by SENCo
- concerns raised by parents/carers, teachers, or the pupil's previous school.
- a lack of progress over time shown through the school's tracking system
- low scores in standardised assessments
- concerns raised by staff who work with the child.
- information from parents and carers
- information from the child
- specialised assessments carried out by members of the schools' support services.
- behaviour concerns as communication of an unmet need

When a child is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, support will be planned, implemented, and then reviewed. At the review, any necessary changes will be made. Teachers and support staff will have a clear understanding of barriers to learning, strategies to use and individual targets. If outside agencies are involved, they will also provide recommendations and targets. They will also compare your child's progress and development with their peers and available national data. The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all this information, the SENCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEN register, and a support plan will be put in place for them.

5. How do we know the provision for pupils with SEND is effective?

The effectiveness of SEND provision is monitored directly through:

- The SEND record and support overview.
- Termly assessments for children in Year 1-6
- Assessment against pre key standards when in place

- Children in pre-school and Reception will continue to be monitored against EYFS GLD.
- Monitoring cycles for teaching and learning
- Pupil Voice
- Progress meetings between senior leaders and teaching staff.
- SEN termly reviews with parents.

All children are given termly targets to work towards linked to the National Curriculum. These will be shared with the children and parents. These may be targets from a year group lower in chronological age, to ensure gaps in learning are closed as soon as possible. Some children may have additional targets taken from their Boxall Profiles if they are part of the nurture group in KS1 or where an additional SEMH need has been identified in KS2.

These are shared with teachers and support staff. Baseline assessments and end point outcomes are completed by support staff as part of interventions. Impact is assessed termly and shared with parents at termly SEN reviews. All parents of children on the SEND record are invited to a meeting with Ms Heather each term to discuss progress and attainment towards individual targets.

If outside agencies are involved, the targets may reflect recommendations outlined in the most recent report.

Children with EHCP's also have a multi-agency annual review of progress which is reported to the local authority. Parents are invited to all reviews. Pupils are encouraged to attend reviews where appropriate.

Risk assessments are undertaken by Ms Heather in consultation with class teachers, parents, consultants, school nurse to ensure all children with disabilities have their additional needs documented and reasonable adjustments are made to the length of the school day, curriculum and environment to enable all children to take part in all activities within school and on school trips.

Makaton may be used in some classrooms as needed. Where staff are employed to support children with specific difficulties, every effort is made to ensure that they can attend appropriate training within the local authority.

6: What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities. Where appropriate and possible, after risk assessments have taken place, adjustments will be made to ensure all children with special educational needs are fully included in these activities. However, if a health and safety risk assessment suggest that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

7. What training are the staff supporting children with Special Educational Needs & Disabilities (SEND) had or are having?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this. Our SENCO is responsible for SEND provision in school. All staff have received training related to SEND. These have included sessions on:

- Managing allergies (Epipen) and asthma
- Supporting children on the autistic spectrum
- Supporting children with behavioural difficulties
- Supporting children with Specific Learning Difficulties
- Nurture informed approaches to support children with SEMH needs
- Supporting children with Speech, Language and Communication needs
- Supporting children with fine and gross motor difficulties
- Supporting children with sensory seeking or sensory avoidant behaviours
- Supporting children with trauma and attachment

8. What specialist services and expertise are available or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- a. CIPS
- b. Educational Psychology Service
- c. Learning Support Service
- d. Speech and Language Therapy
- e. Hearing Impairment Service
- f. Vision Impairment Service
- g. Physical and Sensory Service
- h. Occupational Therapists
- i. Behaviour Support Service
- j. Specialist Early Years' Service
- k. CAMHS (Child and Adolescent Mental Health Service)
- l. School Health Advisor
- m. Reflexions mental health support

9: If a parent/carer of a child with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you have a complaint about the school, please contact the SENCo/Headteacher and they will do everything they can to address the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis. (Please see complaints policy on the school website).

10: How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

In our school we have a governor with responsibility for Special Educational Needs. Their role includes meeting with the SENCO regularly to ensure that children and families are being supported by the right services from in and outside of school.

In addition, the SENCo presents a report to the School Improvement Committee of the Governing Body each term. It is the role of the school governors to challenge and support the Headteacher to ensure appropriate provision is made.

11: How will the school prepare and support my child when joining Dingle Community Primary School or transferring to a new school?

Many strategies are in place to enable pupil's transition to be as smooth as possible. These include:

- discussions between the previous or receiving schools prior to the pupil joining or leaving.
- all pupils attend a transition session where they spend some time with their new class teacher.
- additional visits are also arranged for pupils who need extra time in their new school
- secondary staff visit Dingle Community Primary prior to them joining their new school

12: Who can I contact if I am concerned about my child or require for further information?

If you wish to discuss your child's educational needs, please contact one of the following:

- a. Your child's class teacher
- b. Ms Heather- Acting Head/ SENCO

Appointments can be made through the school office:

To see what support is available to you locally, have a look at Dudley's Local Offer.

Dudley publishes information about the local offer on the website. <https://dudleyci.co.uk/send-local-offer>

Our local special educational needs and disabilities information offer advice and support services (SENDIASS)

National charities that offer information and support to families of children with SEND are: IPSEA SEND family support NSPCC

Special Needs Jungle Glossary

Access arrangements - special arrangements to allow pupils with SEND to access assessments or exams

Annual review - an annual meeting to review the provision in a pupil's EHC plan

Area of need - the four areas of need describe different types of needs a pupil with SEND can have.

The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.

CAMHS - child and adolescent mental health services Differentiation - when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment - the needs assessment is the first step on the way to securing an EHC plan.

The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan - an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal - a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach - an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention - a short-term, targeted approach to teaching a pupil with a specific outcome in mind Local offer - information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome - target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments - changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO - the special educational needs co-ordinator

SEN - special educational needs SEND - special educational needs and disabilities

SEND Code of Practice - the statutory guidance that schools must follow to support children with SEND

SEN information report - a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support - special educational provision which meets the needs of pupils with SEN

Transition - when a pupil moves between years, phases, schools or institutions or life stages