

Dove Bank Primary School **SEN Information Report**

Dove Bank is a mainstream primary school. The school is supportive and inclusive, with the needs of students with Special Educational Needs and/or Disabilities (SEND) being met in our mainstream setting, as far as possible, where families want this to happen. The four broad 'areas of need' are defined as: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs. Dove Bank caters for a range of Special Educational Needs including communication and behaviour problem. It also caters for children with specific needs including Dyslexia.

1. How does the school know if my child needs extra help?

Once your child is in school we will monitor their progress and development. We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Information from other services who have worked with your child, for example a speech and language therapist.
- Meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. Your child may be identified if progress is less than 'expected'.
- If your child is identified as not making sufficient progress, the school will make a decision whether to set up an intervention programme or to monitor your child closely (Using a Raising Attainment Plan) – parents will be informed of school's decision, to include the reasons why.
- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.

If your child is still not making expected progress the school will discuss with you:

- The class teacher will develop a plan for your child with the SENCO, setting appropriate targets (IEP). This will be reviewed three times a year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Any further interventions or referrals to outside professionals to advise/support your child's learning
- How we can work together, to support your child at home/school.
- Any concerns you may have

What should I do if I think my child may have special educational needs?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher.

2. How will school staff support my child?

Class teachers input via excellent targeted classroom teaching, also known as 'Quality First Teaching'. 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 based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning activities.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully monitored your child's progress and will have identified any gaps in their understanding/learning. Extra support will be provided to help them make the best possible progress.

All children in school receive additional and specific support, as a part of excellent classroom practice when needed. Extra support is provided by our teaching assistants.

The SENCO oversees support for SEN children throughout the school and is supported by the SEN link governor.

3. How will the curriculum be matched to my child's needs?

All work within classes is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this means within a lesson there would be at least three levels of differentiated work set for the class, however on occasions this maybe specifically differentiated. The benefit of this type of differentiation is that children can access a lesson and learn at their level. Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups. Individual targets are set to support children's individual needs and are regularly updated.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Individual targets are set to support children's individual needs and are regularly updated. Tracking and assessment enables each class teacher to analyse the progress of each individual child. Reviews of learning targets for your child are reviewed three times a year and new programmes of support are organised as necessary, leading to personalised learning. Parents Evening is held once per term and gives parents the opportunities to discuss your child's progress. Your child is encouraged to attend and given opportunities to discuss their views and be involved in discussions about their education. It is also an opportunity to share if your child is on target with age related expectations. This is also reported annually in their written report.

5. What support will there be for my child's overall well being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-

being. Here at Dove Bank Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. Children share their views through class activities including circle time. If further support is required the class teacher can liaise with the SENCO for further advice and support, which may include social skills and behaviour programmes including rewards and sanctions. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. For children with medical needs the administration of medicines is carefully handled dependent on individual child's needs. Further information is available in our Administration of Medicine Policy.

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

Our SENCO is fully qualified and accredited. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Support, SENSS, Key Learning Centres and Dyslexia Centre. We also work closely with the Health division including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologists. Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.

7. What training have staff had, or are undertaking, to support children with special needs?

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service etc. Training takes place on a regular basis. Medical training to support pupils with medical care plans such as epi-pen training is also carried out regularly.

Most of our TAs have had training in delivering reading and spelling / phonics programmes such as Better reading, FFT (Family Fisher Trust), Talking Partners, Fresh Start, Precision Teaching (Literacy and Numeracy) and other reading and writing interventions.

Between 2015 and 2018 staff received training on Multisensory phonics, Precision Teaching, Speech and Language including Talk Boost intervention training as well as Read, Write Inc. Phonics and Dyslexia to enable them to work closely with targeted children. During 2018-2019 staff training will be focusing on writing and achieving SMART targets and specific Speech and Language training.

The school also works closely with Speech and Language Therapy and Teaching Assistants are therefore able to deliver sessions to pupils according to their individualised reports.

As a staff we have regular training and updates of SEND conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

8. How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Risk assessments are carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. A suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. We try to encourage our children to be independent but at times it may be necessary for their parent or carer to join us on the trip to support their child. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided. After school clubs are available to all pupils and adjustments will be made to support their participation. Health and safety audits will be conducted as and when appropriate.

9. How accessible is the school environment?

Dove Bank is situated on two floors and can mostly be accessed by wheelchair. We also have a disabled toilet. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all. We have an accessibility plan, which is available to view.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that 'moving on' can be difficult for all children, but especially for a child with SEN or disabilities and take steps to ensure that any transition is as smooth as possible.

Joining Dove Bank:

- We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Previous schools contacted for information sharing.
- We encourage the children to visit for a taster day before starting

When moving classes at Dove Bank:

- Information will be passed on to the new class teacher IN ADVANCE and a 'handover' planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- Transition to new class is facilitated by sessions during the summer term with new class teachers and environment.

If your child is moving to another school:

- We will contact the new school's 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.

In Year 6

- 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.
- Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition. This includes attending any reviews prior to transition.
- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.

In all situations we liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

11. How are the school's resources allocated and matched to children's special educational needs?

We ensure that all needs of the children's are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants to deliver programmes designed to meet groups of children's needs. The special educational needs (SEN) budget is managed by the Head Teacher and allocated on a needs basis. Resources are requested and ordered as necessary to support each pupil's learning. Regular meetings are held to monitor impact of extra support. The governing body is kept informed of funding decisions.

12. How is the decision made about what type and how much support my child/young person will receive?

Class teachers have regular review meetings with appropriate staff to discuss your child's progress and any additional needs that require further support. School based plans are discussed with parents and staff at least three times a year. For children needing some extra support the class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed. For those needing significant further support each child is assessed individually according to the SEN Code of Practice (2015), and personalised or group learning support programme (s) will be developed dependent on need. If after discussion with parents the school may decide to apply for an EHC plan.

13. How are parents involved in the school? How can I be involved?

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 school so similar strategies can be used. IEP's will be reviewed with your involvement each term. Homework will be adjusted to meet your child's individual needs and the home/school link book will be used to support your child. 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 the person involved directly, or where this is not possible, in a written report.

All parents are actively encouraged to take part in the school community. This may include in assemblies, workshop, stay & read and school visits.

More information can be found in our SEN policy.

The LA Local offer can be found at: <http://helpyourself.staffordshirecares.info>

Parents can also find out more information at:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/Special-Educational-Needs.aspx>

Support is also available from the Staffordshire SEND Family Partnership service on 01785 356921 or www.staffs-iass.org.

14. Who can I contact for further information?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Mrs Hewitt (SENCO) or Mrs Ford (Headteacher) on 01782 898015.

If you are new to the school and have any question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us the school office on 01782 898015.

How is the SEN Information Report reviewed?

Dove Bank SEN Information Report is intended to give you clear, accurate and accessible information. This report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school and is therefore subject to change. Part of this review process will involve contributions from parents. If you would like to comment on the content of the report or make suggestions to improve the information, please email senco@dovebank.staffs.sch.uk.