

# Our Local Offer for Special Educational Needs and/or Disability



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## Our Local Offer for Special Educational Needs and/or Disability

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### How we identify and assess needs

#### How will you know if my child or young person needs extra help? *(IRR)*

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.

#### What should I do if I think my child or young person needs extra help?

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.

#### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

Further information regarding our school policies can be found at: <https://www.dovebank.staffs.sch.uk/about-our-school/policies/>  
For further enquiries, please contact the School Office on 01782 898015.

## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

Class teacher's inputs via excellent targeted classroom teaching, also known as 'Quality First Teaching'. For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is progressive i.e. 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 other professionals) are in place to support your child to learn.
- Your child's teacher will have carefully monitored your child's progress alongside national data and expectations of progress and will have identified any gaps in their understanding/learning, extra support will be provided to help them make the best possible progress.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process: Assess, Plan, Do, Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

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 children are given carefully selected resources (i.e. scaffolds, word banks, number lines, concrete resources) to ensure they achieve the learning objective set for the class, however on occasions learning tasks maybe specifically differentiated for an individual child. The benefits of differentiation in this way ensures SEND children have access to the same curriculum content as their non-SEND peers. In addition, 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.

### How resources are allocated to meet children or young people's needs?

We ensure that needs of the child 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

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### Teaching, Learning and Support

the Headteacher 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.

**How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)**

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.

**How will equipment and facilities to support children and young people with SEND be secured? (IRR)**

The special educational needs (SEN) budget is managed by the Headteacher and allocated on a needs basis. Resources are requested and ordered as necessary to support each pupil's learning. Support and facilities from external services are sought where needed.

**How will you and I know how my child or young person is doing? (IRR)**

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 at least 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 their child's progress. Children are 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 progress to date and if your child is on target with age related expectations. This is also reported annually in their written report.

**How will you help me to support their learning? (IRR)**

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### Teaching, Learning and Support

- Please look at the school website [www.dovebank.staffs.sch.uk](http://www.dovebank.staffs.sch.uk). Each class has their own class page and curriculum page. There is also a 'Parents' section that offers parents further website links and resources.
- At each parents evening your child's class teacher will give you specific targets and resources to support your child.
- If necessary the Teacher or SENCO will provide parents with 'workshops' or practical support sessions to enable them to feel confident to support their child's targets at home.

#### How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- Pupil Voice.
- Individual review of targets with child and Teacher.
- Discussions with Parents and Teacher at Parents Evening.
- 

#### How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice (2015). SEN provision and interventions are recorded on record sheets, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

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### Keeping students safe and supporting their wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

- The beginning and end of each school day a member of staff is present to ensure handover from parents.
- The school has a comprehensive and robust set of risk assessments which cover all equipment, activities and individual children where appropriate.

#### What pastoral support is available to support my child or young person's overall social and emotional development and well-being? *(IRR)*

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### **Keeping students safe and supporting their wellbeing**

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. Miss Amison (Senior Leader) is the school's 'Mental Health Ambassador' and our externally allocated 'Educational Mental Health Practitioner' is currently Natalie Ball.

### **How will you manage my child or young person's medicine or personal care needs?**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For further information, please see our 'Supporting pupils with medical conditions' policy.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

Behaviour in school is supported with by the implementation of the 'Good to be Green' scheme. Behaviour is carefully monitored. Support from external support services e.g. Behaviour Support Team are sought as needed.  
For further information, please see our 'Behaviour policy.'

### **How do you support children who are looked after by the local authority and have SEND?**

The Headteacher is responsible for any Looked After Children and liaises with the relevant school staff including the Class Teacher and SENCO to support target setting and to monitor progress.

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## Working Together

### Who is involved in my child's education?

Your child's teacher is your main contact. You should speak to your child's class teacher about any queries or concerns. Your child may also be supported in school by a Teaching Assistant or Learning Support Assistant.

Other key people who maybe involved are: Mrs Hewitt (SENCO) or Mrs Ford (Headteacher).

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Each child has an SEND information file containing all their important information. 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. The SENCO also passes on SEND information from external agencies to the relevant staff.

Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment.

### What expertise do you have in relation to SEND? *(IRR)*

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.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Mrs Hewitt (the SENCO) has the National Award for SEN Coordination (NASEN). The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

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 and the Educational Psychologist. We also work closely with the Health division including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist), Speech & Language Therapy service and Trailblazers Education Mental Health. We also work very closely with Social Care and the Autism Outreach Team. Where necessary the

## Working Together

school may seek support from outside services. If the school feels external professional support is needed, this will be discussed with parents and with parental consent, a referral will be made.

### Who would be my first point of contact if I want to discuss something?

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 questions, wish 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 requesting a meeting with the SENCO and Head teacher.

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

The SEN Coordinator is Mrs C Hewitt (NASENCo award) is contactable via the office on (01782) 898015. To note Mrs Hewitt is also a member of the senior leadership team.

### What roles do your governors have? And what does the SEN governor do?

The governing body has due regard to the Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs. The SEN governor ensures that all governors are kept abreast of the school's SEN provision. The Headteacher reports about 'Looked after Children' to the Governing body.

### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- Pupil voice
- School Council

### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Opportunities for Parents to become involved in the school are advertised on the school newsletter. These include opportunities to join the 'Parent Teacher Association' (PTA) or to become a Parent Governor. Parents wishing to become more involved in the school can always contact the school office on 01782 898015.



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### **Working Together**

#### **What help and support is available for my family through the setting? *(IRR)***

Parents can request support through their child's class teacher or via the school office. The SENCO provides support to families to complete paperwork and arrange meetings etc.

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## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

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.

### How accessible is the setting's environment?

Dove Bank is situated on a range of levels. Wheelchair access is available to the preschool building, KS1 classrooms, hall and lower KS2 classrooms. Upper KS2 is situated on the upper floors. A disabled toilet is available in the preschool building. 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. Further information can be found in our accessibility plan.

### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

## Inclusion & Accessibility

Not Accessible

Details (if required)

Due to the location of the school only some areas of the school are accessible by wheelchair.

Are disabled changing facilities available? Yes

No

Details (if required)

N/A

Are disabled toilet facilities available? Yes

No

Details (if required)

A disabled toilet is available in our preschool building.

Do you have parking areas for pick-up and drop-offs? Yes

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### Inclusion & Accessibility

No

Details (if required)

We have limited parking on site and offer 1 disabled space.

Do you have disabled parking spaces for students (post-16 settings)? Yes

No

Details (if required)

N/A

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### Joining and moving on

**Who should I contact about my child or young person joining your setting? (IRR)**

Information and support about joining our school is available via the School Office on 01782 898015.  
Dove Bank Primary School is a Staffordshire school. Information about the admissions policy is available at:  
[www.staffordshire.gov.uk/admissions](http://www.staffordshire.gov.uk/admissions)

**How can parents arrange a visit to your setting, school or college? What is involved?**

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 on 01782 898015.

**How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)**

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 and moving on

### 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 Early Years 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' high 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 allocated high school.

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### Joining and moving on

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.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

The LA Local offer can be found at: [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

Parents can also find out more information at: <https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

Support is also available from the Staffordshire SEND Family Partnership service on 01785 356921 or [www.staffs-iass.org](http://www.staffs-iass.org)

#### When was the above information updated, and when will it be reviewed?

This SEN Information Report is intended to give you clear, accurate and accessible information. This report is 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](mailto:senco@dovebank.staffs.sch.uk).

#### Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

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. The school complaint policy is available on the school website.

#### Type of Setting *(tick all that apply)*

Mainstream       Resourced Provision       Special

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### Additional Information

- Early Years       Primary       Secondary       Post 16       Post 18  
 Maintained       Academy       Free School       Independent/Non/Maintained/Private  
 Other (Please specify below)

### DFE Number

8602218

### District

- Cannock       Lichfield       East Staffordshire       Tamworth  
 Newcastle       Moorlands       Stafford       South Staffordshire

### Specific Age range

2-11 year olds

### Number of places

Reception to Y6 – 210 full time places; Doves & Nursery – 42 part time places

### Which types of special educational need do you cater for? *(IRR)*

- inclusive mainstream school       special school

Offer specialisms in. Tick all those that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Resource for autism   | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input checked="" type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly   | <input checked="" type="checkbox"/> Resource for moderate learning difficulty                     |
| <input type="checkbox"/> Resource for physical disability                            | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty                     | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input type="checkbox"/> Visual impairment friendly                                  |   |

**Other specialist support/equipment:**

**Additional Information**

Specialist technology

**Comment:**

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop