



Learning at the heart, igniting possibility!

DOSTHILL COMMUNITY PRIMARY SCHOOL: SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

Dosthill Primary School's SEN Information Report is written with due regard to the Children and Families Act, published in June 2014. The revised *Special educational needs and disability code of practice: 0-25 years* (2014) is the statutory guidance that has been published to exemplify statutory duties that bodies such as local authorities, governing bodies of schools, NHS Trusts and Clinical Commissioning Groups must comply with to ensure that the needs of children and young people with special educational needs and disabilities are met. Schools must also comply with the Equality Act (2010) when making provision for all learners.

From September 2014, 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 Special Educational Needs (SEN) aged 0-25. This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Staffordshire LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector. Latest information about Staffordshire's local offer can be accessed at: <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

The Governing Bodies of maintained schools, like Dosthill Community Primary School, must contribute to the local offer by providing further information about how each school implements the school policy for pupils with SEN. This must be done in the form of an SEN Information report which should be updated at least annually.

Aims of provision at Dosthill Community Primary School

Dosthill Community Primary School's core moral purpose is encapsulated in the vision statement for the school: Learning at the heart, igniting possibility! Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

At Dosthill, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Dosthill Community Primary School's SEN Information Report should be read in conjunction with the following:

Admissions Policy

Anti-Bullying Policy

Attendance Policy

Behaviour Policy

Complaints Policy

Equal Opportunities including Race Equality Policy

Home School Agreement

Learning and Teaching Policy

Safeguarding Policy

SEN Policy

Rights Respecting School

Dosthill School has gained the Rights Respecting Schools Award which recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we teach about children's rights and model rights and respect in all relationships.

This document relates most directly to the following articles from the 'UN Convention on the Rights of the Child':

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children

Article 12: Every child has the right to give his/her opinion, and for adults to listen and take it seriously

Article 23: Every child has the right to special education and care if they have a disability, so that they can live a full life

Article 28: Every child has the right to a good quality education. They should be encouraged to go to school to the highest level they can

Definition of SEN

Dosthill Community Primary School regards pupils as having special educational needs if they have a significantly greater difficulty in learning than the majority of learners of the same age or if they have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for learners of the same age. These children will need help that is 'additional to or different from' help that is given to other children of the same age. At Dosthill Community Primary School, we operate an equal opportunities policy for all learners, including those with special needs. 'Health care provision or social care provision which educates or trains a child is to be treated as special educational provision' *SEN Code of Practice* (2014).

The categories of special educational need as set out in the *SEN Code of Practice (2014)* are:

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

Admission

The current arrangements for the admission of children with identified special needs provide for parents/carers to be invited into school to discuss how best Dosthill Community Primary School can meet those needs. If the number of applications for admission to the school exceeds the school's Published Admission Number, places are allocated first to those pupils whose statutory statement of special educational need or Education, Health and Care Plan (EHC, the new plan which will gradually replace existing statements or be prepared for new applicants from September 2014), names the school as the most appropriate mainstream school that meets the learner's needs. Please refer to Dosthill Community Primary School's Admissions policy for further details of admission arrangements and procedures.

People who support learners who have SEN and/or disabilities at Dosthill Primary School

The following people have responsibility for your child's education at Dosthill Primary School:

Your child's Class Teacher is responsible for:

- Ensuring that all children in his/her class are provided with high quality teaching and learning opportunities and that the curriculum is appropriately adapted (differentiated) to meet your child's individual needs
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the Inclusion Leader as necessary
- Writing Individual Education Plans (IEP), and sharing and reviewing these with you at least once each term and planning for the next term
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme, so that all children can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the school's SEN Policy is followed in the classroom and for all the pupils they teach with any SEN and/or disabilities

You can contact your child's class teacher by talking to them at the beginning or end of the day, by making an appointment to meet, via the school office. Questions regarding your child's learning and progress should be asked of your child's class teacher.

Learning Support Assistants

Additional support may be offered to your child by a Learning Support Assistant (LSA) if a high level of additional adult support is required to enable his/her engagement in learning. Learning Support Assistants play a very valuable role in facilitating your child's learning and monitoring progress in liaison with your child's teacher. We welcome daily dialogue between parents and LSAs on how a child's day has been. Questions about your child's learning and progress should be asked of your child's class teacher.

Phase Leaders support class teachers in all aspects of teaching and learning:

- Mrs McCabe is the Early Years Foundation Stage Phase Leader (Nursery and Reception)
- Mrs Williams is the Key Stage 1 Phase Leader (Years 1 and 2)
- Miss Kershaw is the Lower Key Stage 2 Phase Leader (Years 3 - 4)
- Miss Vallely is the Upper Key Stage 2 Phase Leader (Years 5 - 6)

Phase Leaders can also be contacted at the beginning or end of the day, by making an appointment to meet, via the school office.

The Inclusion Leader (SENCO)

The Inclusion Leader with responsibility for co-ordinating Special Educational Needs is Mrs Roadway. She is responsible for coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to ensure all children get a consistent, high quality response to meeting their needs in school. The Assistant Headteacher, Mrs Baker is the Designated Teacher for Looked After Children. The Inclusion Leader will ensure that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting and becoming involved in reviewing how they are doing
- part of planning ahead for them

She will:

- Provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential through using a 'graduated response' to providing SEN support
- Support your child's class teacher to write Individual Education Plans (IEP) that specify the targets set for your child to achieve
- Organise training for staff so they are aware and confident about how to meet the needs of your child and others within our school
- Update the school's SEN register, a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood, and making sure that there are up-to-date records about your child's progress and needs
- Advise on the use of the SEN budget and other resources to meet the needs of learners with SEN effectively
- Liaise with all the other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapists, Educational Psychologists, SENSS from Staffordshire Local Authority, Occupational Therapists, Physiotherapists etc.
- Liaise with early years providers, other schools from which learners may be joining Dosthill and schools to which learners are transferring, to ensure that a learner's needs are comprehensively provided for and a smooth transition planned

- Liaise with social workers to ensure that relevant information is provided for Personal Education Plan (PEP) meetings and Looked After Care Plan (LAC) reviews for looked after children with SEN
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access requirements

Arrangements to meet Mrs Roadway, Inclusion Leader, can be made through the school office.

Mr Hand is the Headteacher of Dosthill Community Primary School. He is responsible for:

- The strategic leadership and day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class/subject teachers but has overall responsibility for ensuring that your child's needs are met
- Ensuring that staff performance management arrangements and professional development emphasise the importance of high quality teaching and progress for all learners in the school including those with SEND
- Ensuring that the Governing Body is kept up to date about SEND in the school

Role of the Governing Body

The Governors, working in partnership with the Head Teacher, have responsibility for deciding the school policy and approach to meet the needs of SEN learners. The designated Inclusion Governor at Dosthill Community Primary School is Mrs Julia Jones.

The Governing Body is required to:

- Do its best to ensure that the necessary provision is made for a learner who has special educational needs
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those learners who have special educational needs
- Ensure that there is a member of staff designated as the school's SENCO
- Ensure that a child's parent is informed that special educational provision is being made for the child
- Ensure that a learner with special educational needs is included and able to engage in all the activities of the school
- Ensure parents have access to the school's policy for learners with special educational needs
- Have regard to the Code of Practice when carrying out its duties towards all learners with special educational needs

- Ensure that an SEN Information report is published annually which provides information about admission of children with disabilities, the steps to show disabled children re prevented from being treated as less favourably than their peers, the facilities provide to enable access to the school for disabled children and the school's access plan, showing plans for improvement in access over time
- Ensure there is a designated SEN Governor who maintains an up to date knowledge of SEN policy and understanding of SEN issues at a school, local, county and national level

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school, meeting with the Inclusion Leader and being part of the process to ensure your child achieves his/her potential in school
- Reporting on how the SEN policy is being implemented in the school and how resources have been allocated in the Governing Body's Annual report to parents

Mrs Jones can be contacted via the school office.

Identification of children with SEN

Learners may be identified at any stage, from Nursery to Year 6. The following means of identification may occur:

- Learner's own concerns
- Parental concern
- Teacher's concern identified by observation or assessments made over time
- Outside agency concern e.g. Health visitor, Speech and Language therapist
- Concerns raised by a previous school
- Early Years Foundation Stage (EYFS) Profile
- SATs scores
- Target Assessments

Further diagnostic testing may be used to identify specific areas of need to be targeted.

Maximising opportunities for learning within our school curriculum

All staff working with learners at Dosthill Community Primary School, including those with SEN and/or disabilities, will ensure that their needs are met by:

- Maximising learning experiences through effective planning which takes account of the diverse needs of all learners
- Catering for differing abilities and interests: have high but appropriate expectations of all children
- Using prior knowledge assessments to guide each learning opportunity, adapting learning expectations in line with this assessment technique so that all learners receive challenge e.g. A lesson may be adapted in order to give extra support or extra challenge in line with each child's level. Future planning will be adapted depending on the outcome of a lesson
- Sharing clear and appropriate learning challenges which are accessible to all pupils, so that the children understand the purpose of a lesson. This could be shared as an "I can..." title" to be self assessed at the end of the lesson or through regular oral discussion of the objective
- Sharing lesson outcomes and setting these in real life contexts e.g. 'By the end of the lesson we willHow might this be useful in new situations/real life?'
- Having the confidence to be flexible and take risks, not always sticking rigidly to the planning but knowing when it is right to use the children to guide the lesson towards the lesson objective
- Planning for and providing all learners with specific challenge/extension tasks in order to motivate and extend children's learning potential
- Using time efficiently to ensure that the pace of lessons and learning is maximised
- Using tracking data on a regular basis to target and implement strategies for children who are making less than expected progress
- Differentiating and adapting their planning in order to meet the needs of all the learners in their class, and annotating plans to ensure that specific needs are considered
- Using questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary adapt a lesson to meet all learners' needs e.g. if an activity is too easy/hard adapt it for specific children there and then
- Using and valuing children's own self/peer assessments in order to assist planning and future differentiation

- Judging the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures
- Being able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning
- Having high expectations and using curriculum targets as well as individual targets to motivate all learners to achieve more through oral and written feedback
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child
- Putting in place specific strategies, which may be suggested by the Inclusion Leader (SENCO) or staff from outside agencies, to enable your child to access learning tasks

How Dosthill Primary School staff will respond to learners who need additional support which is additional or different from other learners in their peer groups

Staffordshire Local Authority has produced a graduated response action plan for schools so that they can provide support for learners who require additional support. This is as follows:

To respond to pupils who have or may have SEN
Review the quality of the differentiated teaching being provided to the pupil, and if necessary, improve teachers' understanding and implementation of strategies to identify and support vulnerable pupils.
Class/subject teacher to collate and scrutinise data (attendance, achievement, progress, in-school reports, parental concerns etc.) using national comparisons, formative assessment and other assessment tools the school may use.
If pupil has additional needs e.g. is looked after, has medical needs, has emotional, social and mental health needs, etc., teacher to liaise with those with responsibility for ensuring success e.g. Designated teacher, Pastoral Head etc.
For higher levels of need, the class/subject teacher should liaise with the SENCo and a request to external agencies to provide advice and assessments should be considered.
If there are housing, family or other domestic needs, the SENCo might consider that a multi-agency approach might be required to respond to the pupil's needs. In this case a Common Assessment framework (CAF) may be instigated.

The teacher, with support from SENCo, if judged necessary, should undertake **an early discussion** with parents and pupils to add information to the initial assessment on areas of strengths, difficulties and concerns.

The **school's core offer** should be used to agree with parents and pupil, the best way to achieve outcomes sought for the pupil and to identify the steps needed to achieve these.

At this point, a decision needs to be made whether outcomes can be achieved by adapting the school's core offer or whether **different to and additional from** action is required.

A record should be taken of the meeting that includes the **actions to be taken by the parent, the pupil and the teacher** in order to reach the expected outcome. A clear **date for review** should be agreed.

The pupil's record on the **school information system should be amended** to identify the record of the meeting and a **copy of the record should be provided to the parents**.

If it is decided the child has SEN i.e. requires **special educational provision** to be made for them, this decision should be recorded in the school records and parents formally informed.

The teacher working with the SENCo, should identify the action required to **remove barriers** to learning and put effective **special educational provision** in place.

The provision offered should reflect a **graduated approach** and be delivered via a four part cycle:

1) Assess. The teacher working with the SENCo should carry out an **analysis of the pupil's needs**. This assessment should be **reviewed regularly** and should be **shared and discussed with parents**.

2) Plan. The teacher and the SENCo should agree in consultation with the parents and the pupil, the **adjustments, interventions and support** to be put in place, as well as the **expected impact on progress, development or behaviour** along with a clear **date for review**.

The record should include any additional action needed to support **transitions or preparation for adult life**.

The support selected to meet the outcomes should be based on **evidence of effectiveness**. Staff who deliver the support should be **knowledgeable and skilful**

Parents must be informed of support provided, and where possible, should be **involved to reinforce or contribute** to progress at home.

3) Do. The **teacher is responsible** for the **daily work** with the pupil to attain outcomes. If support is provided away from the classroom, teachers still retain responsibility for progress and **should work closely** with those delivering the support **to plan and assess impact** and to **link the work to classroom teaching**.

The SENCo should support the teacher in **further assessment of the pupil's strengths and weaknesses**, in **problem solving** and **advising** on the effective implementation of support.

4) Review. The **impact of the support** should be reviewed and the classteacher working with the SENCo, and in consultation with the parent and pupil, should **revise the support** in light of the progress achieved.

If a pupil continues to make **less than expected progress** despite evidence based support and interventions matched to their areas of need, the school should discuss with parents **the need to involve outside specialists**.

The SENCo, teacher, specialists and parents should consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support pupil progress.

The provision should aim to **deliver the outcomes agreed** and a **termly review date** set where the teacher, supported by the SENCo, can discuss progress achieved with the parents. The **views of the pupil** should be included in these discussions.

A record of the outcomes, action and provision agreed in the discussion should be shared with **appropriate school staff** and a **copy given to the parents**. The school information management system should be updated as appropriate.

Where despite relevant and purposeful action to identify, assess and meet the SEN of the pupil, **they have not made expected progress**, then the school and/or parents should consider **requesting an Education, Health and Care assessment**.

Children in school will receive support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school e.g. Phase Leader, Pupil Mentor (Emotional Well-Being), Inclusion Leader, Assistant Headteacher (Behaviour Support), Assistant Headteacher (Disadvantaged Children), Deputy Headteacher, Headteacher
- Staff who will visit the school from Local Authority services such as Educational Psychology; the Autism Outreach Team for those learners diagnosed with an Autism Spectrum Disorder; Special Educational Needs Support Service (SENS) for learning and Dyslexia support; Behaviour Support Service; the Specialist Support Service for learners with a hearing or visual need; Physical Disability Support Service (PDSS); Two Rivers Key Learning Centre for Cognition and Learning; Social Workers

- Staff who visit from outside agencies such as the Speech and Language therapy (SALT); Occupational Therapy (OT); Physiotherapy; Midlands Psychology; School Nurse Service; Child and Adolescent Mental Health Service (CAMHS); Educational Welfare Officers

Types of support available

There are a variety of types of support available for children with SEN and/or disabilities at Dosthill Community Primary School:

Intervention Groups

Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work. These groups may be run in the classroom or in another area of the school. It may be run by a teacher or a Learning Support Assistant who has had training to run these groups. These are often called Intervention groups by schools.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and his/her peers
- He/She will plan group sessions for your child with targets to help your child to make more progress
- A Learning Support Assistant/teacher or outside professional (like a Dyslexia Support teacher) will run these small group sessions using the teacher's plans, or a recommended programme

There are some children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and intervention groups

If your child has been identified as needing more specialist input instead of or in addition to Quality First Teaching in the classroom and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, school nurse for advice on physical or sensory issues and onward referral to a health professional or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. If the referral is accepted, the specialist professional will work with your child to understand his/needs needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to facilitate learning
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- Group or individual work with an outside professional

Specified Individual support for your child in school:

This is usually provided via a Statement of Special Educational Needs (provided until September 2014 and those in existence still remain valid) an Education, Health and Care Plan (EHC) (from September 2014) or through application to the Local Authority for higher level needs funding. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who as a consequence need a high level of support in school.

Usually, if your child requires this high level of support he/she may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority services such as the Autism Outreach Team, Physical Disability Service, or Sensory Service (for learners with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or Child and Adolescent Mental Health Services (CAMHS)

The Assessment Process for an Education, Health and Care Plan (EHC)

For learners, who have a lifelong, complex set of needs or who, despite relevant and purposeful action taken to meet their SEN, fail to make expected levels of achievement, the school or parents may consider requesting an Education, Health and Care assessment to be undertaken by the Local Authority. The assessment pathway and plan will be focused on the outcomes the child or young person (0-25 years) seeks to achieve across education, health and care to enable them to achieve at school and college and to make a successful transition to adulthood. An application for an assessment will not always lead to a plan being made.

EHC plans will set out how services will work together to meet the child or young person's needs and in support of those outcomes. The co-ordinated assessment and planning process will put the child and their parents or the young person at the centre of decision making.

- The school (or you) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Staffordshire Cares website. <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/ehc-plan.aspx> The Parent Partnership Service should be able to help you through this process if you require. <https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
The Code of Practice states that Local Authorities must collaborate with parents and young people throughout the process so that their aspirations are fully included in the assessment. The application paperwork provided will need to clearly demonstrate the provision already in place for your child and how effective this has been
- After the request has been sent to the Local Authority (with a lot of information about your child, including some from you and the school), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with support in school. The LA must decide if it will make this assessment within 6 weeks of the request
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support to ensure your child makes as much progress as possible
- If produced, the EHC Plan will outline the 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 goals for your child
- Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child

Support for children with identified special needs starting at Dosthill Community Primary School:

- We will first invite you to visit the school with your child to have a look around and speak to staff, including the SENCO. Further visits may be planned if it is decided they could assist your child. Any concerns that you have should be raised at this meeting so that they can be immediately addressed and solutions found
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENCO and/or your child's key person may make a home visit or visit your child if they are attending another school or early years setting
- Records will be requested from your child's current Early Years or School setting so that positive strategies already in place may be built upon
- We may suggest adaptations to the settling in period to help your child to settle more easily

FREQUENTLY ASKED QUESTIONS

The following are some questions that parents often ask in connection with their child's SEN and/or disabilities

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 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 Inclusion Leader (SENCO)
- You are also welcome to raise these concerns with Mr Hand, Headteacher
- If you still have concerns, you can speak to the school SEN Governor

How will the school let me know if they have any concerns about my child's learning in school?

- When you as a parent or a teacher 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 Inclusion Leader (SENCO)
- If your child is then identified as not making as much progress as his/her peers, the school will make a decision about whether to monitor this or set up an additional support strategy and will inform you

- If your child is still not making expected progress the school will discuss with you any concerns you may have and any further interventions or referrals to outside professionals to support your child's learning and how we can work together to support your child at home/school

How is extra support allocated to children?

The school budget, received from Staffordshire LA, includes money for supporting children with SEN through the Age Weighted Pupil Unit; the Notional SEN budget; Pupil Premium Funding for those eligible e.g. children entitled to free school meals currently or in the last 6 years, looked after children or children from Forces families; or Additional Educational Needs funding for those pupils with higher level complex needs and lifelong conditions. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The support is then allocated as follows:

- The Head Teacher and the Inclusion Leader (SENCO) discuss all the information they have about SEN in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- They will decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed
- Learners may be provided with additional support through:
 - in-class support from learning support assistants
 - small group support from learning support assistants or teachers
 - specialist support e.g. 1-1 tuition
 - support from external agencies
 - provision of specialist resources e.g. ICT equipment or software
 - targeted training and development for staff
- Additional support to be provided for your child will be discussed with you
- For learners with a statement of SEN or EHC plan, the entitlement to additional support will be reached when the plan is produced or discussed and amended following annual review

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

All school staff are responsible for ensuring the well-being of each child in his/her class. If there are particular concerns at any particular time, with your permission, our Pupil Mentor (emotional well-being) will talk to your child and help to support him/her. As part of this process, she may ask to talk to you to gain more information about your child's needs or personal circumstances.

In order for your child to make the best possible advantage of all that is to offer at Dosthill Community Primary School, regular attendance is necessary. A child with an SEN or disability may have medical conditions for which he/she needs support to maintain regular attendance. The school will provide whatever assistance is necessary and possible to provide using its resources efficiently, to ensure that each child can maintain regular attendance e.g. administer medication, provide personal care support. The school employs the services of an Education Welfare Service to liaise with parents on attendance issues.

If your child requires regular administration of medication to control his/her condition, a volunteer member of staff will be allocated to administer it. If training is required, this will be sought through the school nurse service. All medication will be administered following the LA guidelines and DfE guidelines included in *Supporting Pupils at School with Medical Conditions* (2014). The school has a designated medical room and staff trained to administer emergency First Aid. All learners with medical needs will have a detailed Health Care Plan, compiled in conjunction with the school nurse and parents.

If your child has a SEN or disability that means that he/she requires additional personal care, Dosthill Primary School will ensure that there is an appropriately trained person available to assist with or provide personal care. Children will be enabled to be as independent as possible in this process and our safeguarding policy will be adhered to at all times.

Programmes devised by health and education professionals in conjunction with the Inclusion leader (SENCO) will be carried out by relevant school staff to ensure the continued development of the child with a SEN or disability e.g. OT, Physiotherapy, Speech and Language Therapy, Circle of Friends.

At Dosthill Community Primary School we take pride in the involvement learners have in their own development. We ask them for their views through pupil conferencing and through asking them to contribute to their Passports for Learning

(which have replaced Individual Education Plans) and reviews. We take into serious consideration what they say and wherever possible include this in a subsequent plan. If a child has a communication difficulty, we use augmentative strategies to enable his/her contribution.

Through our Behaviour Policy and the importance placed on positive behaviour at Dosthill Community Primary School, we monitor behaviour issues in each class and during breaks and lunchtimes. Our lunchtime supervisors are kept informed of any learners with additional needs and provided with advice on how to deal with particular issues. We have an anti-bullying policy which is under continued scrutiny and review.

We devise positive behaviour plans and reward charts with those learners who require them. If necessary we can seek the advice of the Behaviour Support Service or the Educational Psychologist.

Who are the other people providing services to children with SEN in this school?

Directly funded by the school:

- Inclusion Leader (SENCO)
- Pupil Mentor (Emotional well-being)
- Higher level teaching assistants, one trained to provide Fischer Family Trust Wave 3 Intervention for reading
- Learning Support Assistants
- Additional Educational Psychology input to provide a higher level of service to the school, if required in individual cases

Funded centrally by the Local Authority but delivered in school, home or a nearby centre

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SENSS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Professional training for school staff to deliver medical interventions
- Behaviour advice service

- Parent Partnership Service (to support families through the SEN processes and procedures)
- Local Support Teams
- Physical Disability Support Service (PDSS)
- Two Rivers Key Learning Centre for Cognition and Learning
- Midlands Psychology Service, which provides diagnostic and advice services for children on the autism spectrum

Provided and paid for by the National Health Service (Staffordshire and Stoke on Trent Partnership NHS Trust) but delivered in school or at a local clinic:

- School Nursing Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

Voluntary agencies:

- Beanstalk Literacy Charity

How are the adults in school helped to work with children with an SEND and what training do they have?

- The Inclusion Leader's (SENCO) job is to support class teachers in planning for children with SEN
- The school has a school development plan, 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 a 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 Autism Outreach Team, SENSS or medical/health training to support staff in implementing care plans

Training takes place on a regular basis. Recent training has included whole staff awareness and implementation of Dyslexia Friendly strategies, use of Clicker software, Fischer Family Trust Wave 3 literacy training and advice for staff from Two

Rivers Cognition and Learning Centre. The Inclusion Leader attends termly SENCO updates provided by Staffordshire LA and we receive regular visits from our allocated Educational Psychologist and SENSS advisor. If you would like to hear more about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Inclusion Leader or Headteacher.

How will the teaching be adapted for my child with learning needs (SEN and/or disabilities)?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access learning as independently as possible
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary
- Specific resources e.g. ICT and/or 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 and increase your child's access to what is on offer

How will we measure the progress of your child in school and how will you know about this?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term and a National Curriculum summative assessment made in reading, writing and maths four times each year as well as progress in other areas being monitored, as appropriate, such as attendance, engagement in learning and behaviour
- You will receive a report every year detailing your child's progress in all areas of the curriculum and his/her emotional and social well-being
- 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
- Children with SEN in school will have a Passport for Learning which will be reviewed with your involvement, every term and the plan for the next term made
- The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education invited to attend

- 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
- A range of ways will be used to keep you informed, which may include:
 - Home/school book
 - Letters/certificates sent home
 - Telephone calls
 - Additional meetings as required
 - Reports

How will my child be included in activities outside the classroom, including school visits?

All the outside areas in school are accessible to all pupils. If supervision is required to ensure a child's health and safety it will be provided by an appropriate adult.

When planning a visit to a place outside school, the teacher will need to ensure that you have been consulted about the visit and that an appropriate risk assessment has been made for the visit, taking into account your child's SEN and/or disabilities. Support will be provided to enable your child to take part in all planned activities.

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what he/she is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places
- The Inclusion Leader (SENCO) or Head teacher 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. The Inclusion Leader (SENCO) will arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child
- Passports for Learning will be reviewed with your involvement each term
- Home learning will be adjusted as needed to your child's individual needs

- Parent workshops will be arranged throughout the year, on themes such as 'Phonics', which you will be invited to attend
- 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
- A Team Around the Child (TAC) meeting may be arranged if there are several agencies involved with your child who need to communicate with you to ensure continuity
- You can request support from the Parent Partnership Team at the Local Authority. They can be contacted on 01785 356921 during office hours or e-mailed at: spps@staffordshire.gov.uk. Their website is: <https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- Newsletters for parents of children with SEN providing information about what activities are available in Staffordshire for children with SEN and their parents can be accessed at: <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

How have we made this school physically accessible to children with SEND?

- The school is a single storey building and is accessible to children with physical disabilities via ramps
- We ensure that equipment used is made accessible to all children regardless of their needs
- The school has a toilet which is adapted for use by disabled people
- We take advice from the Physical Disability Support Service when each new child with a physical disability attends our school so that all his/her needs are fully catered for
- There is a designated disabled parking space adjacent to the school reception
- The school has an accessibility plan which details further adjustments which are planned to be made in order to continue to meet the needs of learners with SEN and/or disabilities

How will we support your child when he/she is leaving this school or moving on to another class?

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

When moving classes in school:

- 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 Passports for Learning will be shared with the new teacher
- Transition will be planned and for those children who need additional visual prompts or emotional support, this will be provided on an individual basis

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 needs to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

Transfer to High School from Year 6:

- For those learners with a Statement of SEN or EHC Plan, the annual review in year 5 will provide a forum for discussion about high school provision and begin the process of decision-making. Parents will be supported during this process by the SENCO and other school staff as appropriate
- For all learners with SEN, the SENCO will provide opportunities for parents to discuss their wishes about options for their children's secondary education. This will include outside agencies' involvement where possible
- Parents may wish to take advantage of the independent Staffordshire School Choice. Information can be found at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>
- The Inclusion Leader (SENCO) will arrange a meeting with the SENCO from the High School to discuss the specific needs of your child. You will be invited to a meeting to meet the High School SENCO and discuss any concerns you may have
- If your child has an Autism Spectrum Disorder, he/she will be invited to attend a small group in school organised by the Autism Outreach Team, to support his/her understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school
- Where possible your child will visit their new school on several occasions, your child may be accompanied on these visits by a member of staff. In most cases staff from the new school will visit your child at Dosthill

Complaints Procedure

Through working in partnership with parents, the school staff team wish to offer every opportunity for you to ask questions and express any concerns through your child's class teacher, Inclusion Leader or Headteacher. However if parents/carers wish to make a complaint with reference to Dosthill Primary School's SEN provision, they are advised to refer to the school complaints policy and procedure, a copy of which is available on the website <http://www.dosthill.staffs.sch.uk/policies/> or from the school office.

Review

This School Information Report will be updated on an annual basis, and more frequently if required.

Date when School Information Report was devised: September 2014 (Amended March 2015)

Date when next review is due: September 2015

GLOSSARY OF TERMS

ASD	Autism Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EHC plan	Education, Health, Care Plan
EP	Educational Psychologist
IEP	Individual Education Plan
LA	Local Authority
Passport for Learning	A Dosthill Primary School plan to chart progress devised by the learner and his/her teacher with involvement of parents
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disabilities
SEN Code of Practice	The document that sets out the legal requirements for SEN
SENCO	Special Educational Needs Coordinator
SENSS	Special Educational Needs Support Service