

# SEND Information Report

## Overview

At Dovery Down Lower School and Acorns Pre-school we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. We effectively support children who have a Special Educational Need and/or Disability (SEND) in line with the Children's and Families Act 2014, the SEN Code of Practice 2014 and Central Bedfordshire guidance. Our SEND policy, Accessibility Plan and the information set out below gives further details regarding this.

Equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give children self-confidence through their learning therefore enabling them to maximize their potential and to work independently.

Our support staff assist the teachers to deliver a quality curriculum. We want children to attain high standards but also to enjoy what they do. We pride ourselves in our provision of a fully inclusive curriculum for children with Special Educational Needs and Disabilities. We identify children who have presented barriers to their learning as early as possible to ensure that their needs are met and parents and carers are fully involved in the process.

The school SENDCo is Mrs Rachel Blessing, however we believe that supporting children with additional needs is the responsibility of all teachers and support staff. We are fortunate to have well-trained enthusiastic staff who deliver quality teaching that meets the majority of our learners in class.

The identification of additional needs follows the Assess, Plan, Do Review process identified in the Code of Practice (January 2015)

We are committed to narrowing the attainment gap between SEND and non-SEND pupils.

This may include short-term intervention learning programmes and other learning interventions developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

Our policy and plan is reviewed and updated as appropriate on at least an annual basis.

## What is a Special Educational Need?

The SEN Code of Practice (2014) states that a child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children or young people of compulsory school age have a learning difficulty or disability, if they have a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision, for children aged 2 or more, is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

## What is a Disability?

The SEN Code of Practice (2014) defines a disability as -

"a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities"

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

The attainment and progress of all children is regularly tracked and monitored by the class teacher, pre-school leader and the senior leadership team.

This is done through ongoing observations and assessments by the teachers and teaching assistants working with the children. In the Foundation Stage learning journeys are kept covering all areas of the children's development. Numeracy and Literacy assessments are carried out from Year 1 upwards. Formal assessments take place every term.

Where a child's attainment and / or progress in **any** area is below that which is expected for children of their age, a discussion is had between the class teacher or pre-school leader and SENDCo.

An 'Initial Concern' form may be completed by the class teacher. If this is the case it will be shared with you and the SENDCo.

Actions will be carried out as noted on the concerns sheet. These may include;

- further observations of your child working
- further observations of your child's social interactions
- specific assessments or observations, carried out by the SENDCo, of the areas causing concern
- further discussion with other professionals involved with your child (for example an educational psychologist, speech therapist or an occupational therapist)

## What should I do if I think my child may have Special Educational Needs?

The first thing to do is to talk to your child's class teacher/pre-school leader about your concerns. The class teacher/pre-school leader will make a record of your concerns on our initial concern form and copy it to you, Mrs Rachel Blessing SENDCo or Mrs Claire Moyes pre-school leader.

You may then wish to make an appointment with Mrs Rachel Blessing SENDCo or Mrs Claire Moyes pre-school leader.

Your views and concerns are very important to us, so do please keep us informed.

## What happens if my child is identified as having Special Educational Needs and/or a disability?

You will be asked to make an appointment to meet with Mrs Rachel Blessing SENDCo in order to discuss what support can be put in place for your child. Further discussion will also be had regarding procedures and policy related to SEND.

Your child will be listed on the school's SEN or Disability register.

A Special Educational Needs and Disability Support Plan (SSP) may be written for your child and shared with other relevant staff/agencies. This will be done in consultation with you and where possible your child.

The needs of your child will be reviewed, by their class teacher or pre-school leader, you and the SENDCo at an agreed time or earlier if necessary. Review meetings are usually held termly and an 'Individual Support Plan' will be sent out for you to complete prior to the meeting.

## Do all children who have a Special Educational Need and/or a Disability get the same level of support?

No, we follow guidance set by Central Bedfordshire which gives a graduated response to provision for children who have SEND.

This guidance is currently being updated but it breaks the level of need into what used to be called School Action, School Action Plus, Statement of Special Educational Needs and Early Years Action/Plus. This has now changed to Stage 1, Stage 2 and Stage 3. Stage 3 will be the trigger for an Education, Health and Care Plan Assessment (EHCP), previously known as a statement of special educational needs.

The guidance will set out the level of need and of support expected at each stage.

This will be explained to you in relation to your child as they are identified as having SEND and you will be kept informed as to the stage they are at should they change stages.

## If my child has Special Educational Needs and/or a disability how will they be supported?

In addition to the high quality, differentiated teaching (where teachers/pre-school staff plan according to the level a child is at, bearing in mind their style of learning), your child, depending on their needs, **may** have access to any of the following;

- individualised specific targets set by the class teacher or pre-school leader and the SENDCo
- individualised specific targets set by other professionals e.g. Speech Therapist, Occupational Therapist, and Physiotherapist.
- 1:1 support
- additional support from an adult within the classroom
- small group work
- Phonological Awareness Training (P.A.T)
- the use of practical resources
- the use of visual prompts, including signing
- 1:1 reading
- opportunities to develop independence and to work without adult support
- individual resources, such as finger spacers, sound charts, high frequency word lists, number lines etc. as appropriate.
- coloured overlays
- spring loaded scissors
- pencil grips, hand huggers pencils
- a writing slope

- additional access to laptops / tablets in order to word process work.
- additional handwriting practice
- additional behaviour support, including the use of behavioural cue cards, individual behaviour plans, individual behaviour record sheets / reward charts
- close home school liaison through home/school book and annotated timetables
- meeting and greeting
- the use of individual / visual timetables and checklists
- pre teaching of new vocabulary and concepts
- individual lunchtime supervision as appropriate
- support at playtimes and lunchtimes
- access to indoor or other specific activities at play/ lunchtimes
- specific teaching of social skills
- Communication groups
- Nurture groups
- advice or support from outside agencies ( e.g. counselling, behaviour support, advisory teacher services, educational psychology services)

Most support is given to children within the classroom. In order to promote inclusion we give careful consideration before withdrawing children from lessons for 1:1 support.

## Which school staff will be involved with my child if they have Special Educational Needs or a Disability?

All of the staff in your child's class will be involved with your child. This means the class teacher and any teaching assistants working in that class or in the pre-school. They will have and will share information about your child's areas of difficulty and ways to support them.

Your child, just as any other child in the school, may have different teachers and/or teaching assistants for different lessons. They too will have relevant information about your child's needs.

Depending on the nature of the needs of your child other staff within the school may also be involved. For example; other teachers, teaching assistants and midday supervisors. Any staff who need to be aware of your child's difficulties and strategies for supporting them will be given the relevant information in confidence.

Mrs Rachel Blessing, SENDCo, Mrs Claire Moyes pre-school leader will be responsible for overseeing the provision for your child.

Mrs Debra Brewster, Head Teacher, will be aware of your child's needs and may be directly involved.

## Who is responsible for making sure that my child gets the support they need?

Your child's class teacher/pre-school leader, or subject teacher, is responsible for making sure they are being taught at their level in a way which best suits them. They are also responsible for ensuring the delivery of the additional support that has been agreed for your child.

Your child's Individual Achievement Plan (IAP) may give more specific information about who will deliver certain aspects of support.

Mrs Rachel Blessing SENDCo (Special Educational Needs Coordinator) and Mrs Claire Moyes pre-school leader is responsible for overseeing the special educational provision for your child.

## What should I do if I am concerned or unsure about the support my child is getting?

If you have any questions or concerns about your child's support first speak to your child's class teacher/pre-school leader. If you still have concerns make an appointment with Mrs Rachel Blessing SENDCo.

## How is my child involved?

According to the age and ability of your child they will be asked for their views about what they think they need help with and how they would like to receive additional support.

If they have a SEND Support Plan (SSP), they will be involved where appropriate. When it is reviewed they will be asked to add comments.

Your child, like all of the other children in school, also have targets in other curriculum areas which they are aware of and which they work towards. They are also involved in termly discussion with their class teacher where they talk about their progress and look at next steps. In pre-school progress is observed, recorded and next steps discussed with parents.

## How can I help my child?

If your child has an SSP there may be activities specified for you to support your child outside of school.

Your child's class teacher/pre-school leader will also discuss general ways for you to help your child. Reading with your child and practising skills they have learned in school is often helpful.

It is also important that your child is prepared for school each day. Try to ensure they have enough sleep the night before and arrive at school on time having had breakfast. If there

have been any particular difficulties or upsets please pass this information to the class teacher/pre-school leader discretely so as not to further upset your child.

## How will I be kept informed of my child's progress?

In addition to the usual parent's consultations, school reports and transition documents there are additional ways in which you may be informed about your child's progress. These may include the following;

- SSP review meetings 3 times a year (or more frequently if necessary)
- behaviour plans reviewed as specified (at least 3 times per year)
- Pastoral Support Plans (PSP) reviewed as specified
- Home/school liaison through home/school book and annotated timetables.
- the opportunity to contact the class teacher, pre-school leader or SENDCo when you have a concern / question.
- reports from any outside agencies involved with your child and the opportunity to discuss these with the SENDCo (e.g. advisory teachers, educational psychologists, speech therapists)
- feedback meetings following the involvement of support services such as Jigsaw (behaviour support)
- annual EHCP reviews or as appropriate
- Team Around the Child (TAC) meetings

## If my child is making slow progress how will that progress be seen?

Your child will be set small targets that are both challenging and achievable. Small steps will be celebrated and progress, however small will be seen.

## Will my child "catch up" with the other children their age?

Some children are identified as having a Special Educational Need for a short time and do go on to "catch up". These children may then be removed from the SEND register.

Other children move up or down the stages of SEND but may never achieve the same levels of attainment as other children their age.

It is important to remember that all children are different and average levels of achievement are averages.

What is important is that your child is valued as an individual and progress is made according to their ability.

## What specialisms and relevant SEND training do staff have?

Staff training is provided in a number of different ways according to the needs of the staff in accordance with the needs of the children. Training and specialisms include the following;

- SENDCo holds the National Accreditation Award for SEND Coordination
- Staff training provided by outside agencies as necessary
- In-house training as necessary for selected staff to support a particular child or group of children
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children they are working with
- Whole staff training relevant to the needs of the children in our school
- Some teaching / support staff are able to use some sign language
- SENDCo attends professional studies group
- SENDCo meets with other SENDCo's to share good practice
- Staff are first aid trained
- Some staff are given training by health professionals in regard to epilepsy, the use of epipens and a defibrillator that is situated on the school site
- health professionals provide training for relevant members of staff in relation to individual children's specific medical needs

Staff training, in relation to SEND, has also been had in regard to the following;

- Autism, Asperger's and Semantic Pragmatic Disorder
- Speech and language
- Creating a restorative approach
- ADHD (Attention Deficit Hyperactivity Disorder)
- Behaviour
- TEAM Teach training (Safer handling of children) Senior Leadership

## What happens if my child has a medical condition?

As a matter of course all staff are given training by health professionals in regard to epilepsy, asthma, the use of epipens and the defibrillator. A large number of school and pre-school staff are also First Aid trained.

Depending on the nature of your child's condition the following may be put in place for them;

- information about your child's condition will be shared with staff as appropriate and a photo of your child alongside relevant information regarding their condition, treatment and management. This information is displayed sensitively in the staffroom or pre-school kitchen.
- health professionals provide training for relevant members of staff in relation to individual children's specific medical needs

- a care plan may be drawn up for your child. This may be written by members of school staff including the SENDCo with your input and where appropriate the input of medical professionals. Alternatively it may be written by medical professionals, for example the school nurse.

Please also refer to the school policy regarding medicines.

## What specialist services or outside agencies are accessed by the school?

A range of other professionals are accessed by the school according to the children's individual needs. Your child may already be involved with one or more of these services or we may talk to you about making a referral to one or more of them.

These include;

- advisory teacher for children with ASD (Autistic Spectrum Disorder)
- speech and language therapist
- physiotherapist
- occupational therapist
- educational psychologist
- Jigsaw (behaviour support team)
- inclusion officer
- educational welfare officer
- parent support advisor
- social workers
- early years support team
- physical impairment team
- CHUMS (Child bereavement, trauma and emotional wellbeing service)
- CAMHS (Child and adolescence mental health services)
- School nurse
- Edwin Lobo Child Development Centre (consultant paediatricians)

With your agreement close liaison is had between any services your child is involved with in order that we can best meet their needs.

School staff and pre-school staff may attend meetings or appointments with you and your child as agreed by you and the other professional involved.

Mrs Rachel Blessing SENDCo is able to meet with you to discuss reports received from external agencies regarding your child on your request.

## How accessible is the school environment?

Doverly Down Lower School and Acorns Pre School is built on ground floor level and has wheelchair access. There is 1 mobile classroom (Pre School) which is accessible via a ramp. There is a wheelchair accessible toilet with a shower.

Children are able to access the curriculum as a result of appropriately differentiated teaching and the use of various strategies including the use of visual supports and practical activities. See Accessibility Plan

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

We want all children to participate as fully as possible in all aspects of the curriculum both in and out of school. We encourage all children to attend school trips and residential visits with support as appropriate. Where necessary, the school or pre-school will meet with you to discuss individual needs prior to any visit or activity, including the need for any additional support.

Additional support may also be given in order for your child to access after school clubs run by the school.

## How will my child be supported when they start school, change schools or move from one year to the next?

If you know your child has a Special Educational Need or Disability please contact us as soon as possible before they start school. This will give us the chance to ensure the best possible provision for them.

In order to make any transition as smooth as possible the following things may be put in place;

- visits by relevant school staff to see your child in their current setting (home, pre-school, class, other school) and to talk to those supporting them there
- Acorns Pre-School has a transition programme which enables your child to take part in various activities and visits to the main school
- visits by staff from the school your child is transferring to in order to see them in our school setting and to talk to current staff supporting them.
- meetings with you and relevant professionals prior to transition
- passing on of records regarding your child
- opportunities for your child to visit their new class or school
- photographs of the new class or school (including staff)

We understand that any transition point causes anxiety for some parents and children. This can be particularly concerning if your child has specific needs. We aim to make all transitions as seamless as possible by ensuring that the receiving staff have as much knowledge and information as possible.

### **Moving on to Middle School**

We believe it is very important to prepare all of our children for their transition to middle school at the end of Year 4. The Year 4 staff work with receiving Middle Schools to provide a range of transition activities over the summer term that all children take part in.

This is a challenging time for all children and their families, but we understand that it can be a particularly worrying time for children who need extra support or have additional needs and they may need a little extra transition support.

### **Enhanced transition**

If your child has an EHCP, we start planning for transition in Year 3. This means we start to meet with parents and carers, other professionals who may be involved and colleagues from middle schools to talk about what particular provision needs to be made. These conversations are very useful as they ensure that parents, carers and children see what ongoing support will be available from a range of middle schools. It is then easier to make a decision about the most appropriate school for your child. It also helps middle school colleagues plan ahead, so that appropriate support can be ready for your child when he or she arrives at the new school in Year 5.

If your child has a SEND, and enhanced transition is appropriate, we begin planning in Year 4. We can arrange extra visits to the chosen middle school, throughout the summer term, for children we feel would benefit from more opportunities to experience what it is like.

### **Information sharing**

When your child moves to middle school, we make sure that all information about your child's needs is passed on to the appropriate staff at the new school. The Year 4 teacher also liaises with the Middle School staff to discuss the class in general and individual children. The SENDCo attends a transition meeting during the summer term to discuss children who receive additional support and/or have a SEND. Information is also passed on in hard form and electronically to ensure that the transition is seamless as possible.

### **How are the Governors involved in SEND provision?**

The Governors ensure that the school make appropriate provision for all pupils who have a Special Educational Need and /or a disability.

Mrs Rachel Blessing SENDCo reports termly to the Governing Body giving general (individual children are not identified) information regarding the progress of and provision for the children identified as having Special Educational Needs and /or a disability

The SEND Governor is Mr Ian Haynes and he liaises more closely with Mrs Blessing.

## As a parent of a child who has a Special Educational Need or Disability what can I expect from the school?

We believe that supporting your child works best when parents and school work together. We also know that having a child who has additional difficulties can be challenging. We provide;

- explanations of policy and procedures as set out in the 'School SEND Information Report'
- the opportunity for you to speak briefly to staff working with your child at the end of the school day and in some circumstances at the start of the day
- the opportunity for you to speak to a member of the Senior Leadership Team (usually Mrs Rachel Blessing; SENDCo/Deputy Headteacher)
- the opportunity for you to make appointments to meet with your child's class teacher, pre-school leader and / or Mrs Rachel Blessing; SENDCo at a mutually convenient time.
- information regarding SEND (e.g. locally run courses or support group activities) which may be of interest to you. (This is particularly efficient if you provide your email address)
- access to a parent support advisor
- information regarding Central Bedfordshire Council Special Educational Needs and Disabilities Parent and Young Person Partnership Service (CBC SEND PYPS) (previously known as parent partnership)
- support to access further services which may be of help to you and your family
- the best we can for your child

## What should I do if I have a complaint?

Please contact the SENDCo if the complaint is related to SEND provision. Please follow the school's complaints procedure.

# Doverly Down Lower School

## Provision Map - SEND across the school 2018-2019

Area of Need	All children, where appropriate	Catch up	SEND
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Individual support from TA Focused group work with Class Teacher e.g. guided reading/writing. Prompt cards to help children organise themselves to start work.	Quality First /Teaching (QFT) Booster groups Literacy/Numeracy Daily sounds/words/numbers Additional handwriting In class support from TA Individual reading with TA Phonics and Number support from a part time SEND experienced teacher - Year 1, 2, 3 and 4 ELGs recap for some children in the Autumn term of Y1 Fine motor skills 1:1 and 1:2	1:1 with SEND specialist Y1, 2, 3 and 4 Flexible teaching arrangements Structured school and classroom routines. Differentiated curriculum delivery e.g. simplified language or minimal use of language Increased visual aids / modelling etc. Visual timetables Use of writing frames/target spots. Part time SEND experienced teacher - Y1, 2, 3 and 4 Differentiated homework
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language. Increased visual aids/modelling. Structured school and class routines. Lunchtime/After School Clubs - Choir, Gardening, Computer, Art, Sewing, Knitting, Adventure, Netball, Football, Tennis, Cross Stitch, Lego, School Council/Team Captains Team assemblies	In class support from TA with some focus on supporting speech and language. Additional use of ICT. Nurture group for all year groups Communication group - Reception/Y1 Koala Club - (Nurture)	1:1 support for particular children. Differentiated curriculum. Speech and Language support. Communication Booster Group - Foundation Stage In-class TA support to aid delivery of targets. Break time/lunch time monitoring Social Stories 'Playground Buddy' system Nurture group provision Koala Club (Nurture)

Emotional, Behavioural and Social	<p>Whole school/class rules</p> <p>School Motto</p> <p>Whole school and class reward systems promoting learning behaviour.</p> <p>Whole school policy for behaviour management with graduated response (Ask, Tell, and Move).</p> <p>'Values Education' approach embedded.</p> <p>Monitoring at break times.</p> <p>KS1 and KS2 have separate break times. EYFS/KS1 shorter lunch play.</p> <p>Attendance reward for class with highest attendance - non-uniform day. Headteacher's Tea Parties Y1, 2, 3 and 4</p> <p>PATHS program taught in all classes.</p>	<p>Small group sessions.</p> <p>Positive behaviour role modelling from TA.</p> <p>Support for unstructured times.</p> <p>Lunchtime supervisors aware of specific children during lunchtimes.</p> <p>Nurture group sessions.</p>	<p>Social Stories</p> <p>Individual reward system</p> <p>Nurture group for specific children.</p> <p>'Meet and greet' - Teacher/TA</p> <p>Support during unstructured times i.e. playtime, lunchtime</p> <p>SEND Support Plans completed with pupil, teacher and parents/carers.</p>
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Sensory and Physical	<p>Staff aware of implications of physical impairment.</p> <p>Medical support.</p> <p>Adventure Club</p> <p>Premier Sports Club</p>	<p>Additional handwriting practice.</p> <p>Access to equipment e.g. writing frames, WOWO boards, pencil grips. Fine motor activities i.e. threading, tweezer activities, and malleable materials.</p>	<p>Flexible teaching arrangements e.g. Seating, children able to move to access lesson. Working with appropriate role models.</p> <p>Teacher aware of implications of sensory and physical impairment.</p> <p>Availability of resources e.g. writing frames, pencil grips, writing slopes, wobble boards to sit on</p> <p>Brain gym exercises - e.g. in group as lesson warm-up</p> <p>Handwriting and / or fine motor activities. Individual support in class during PE. Fine motor skills</p> <p>1:2 KS2 fine and gross motor skills</p> <p>1:1 EYFS/KS1</p>
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