

# Great Dalby Primary School's Local Offer for children with SEND 2021/22 (educational settings)



## Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Great Dalby Primary School
Address:	Top End Great Dalby Melton Mowbray Leicestershire LE14 2HA
Telephone Number:	01664 562750
Name of Head teacher/Principal:	Mrs L Anderson
Head teacher/Principal's contact details:	landerson@greatdalby.bepschools.org
Website address:	<a href="http://www.greatdalbyprimaryschool.co.uk">www.greatdalbyprimaryschool.co.uk</a>
Facebook account details:	n/a
Twitter Feed details:	@GreatDalby_BEP
School/College Specialism:	Mainstream Primary School (EYFS – Y6)
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4-11 years
Date of Last Inspection:	September 2014
Outcome of last inspection:	Outstanding

Does school have a specialist designated unit/additional learning support department?

Yes  No

Total number of students receiving additional learning support:	17
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## 1. The kinds of special educational needs for which provision is made.

Great Dalby Primary School is a mainstream setting. We are, however, a wholly inclusive school. All children are given equal opportunities to participate in all our activities, regardless of any additional needs they may have. In accordance with Great Dalby Primary School's philosophy, the staff and governors believe in a whole school approach to children with Special Educational Needs and Disability (SEND). We aim to remove barriers to learning and support personal and academic growth. We believe in providing every possible opportunity to develop the full potential of all children so that all children are valued and their self-esteem promoted.

### **The aims of the school are:**

- a) To provide a happy and secure environment in which all children, including those with Special Educational Needs and/or a Disability, can feel positive about themselves.
- b) To ensure all children experience a broad and balanced curriculum which will enable them to develop to their full potential intellectually, emotionally, physically and socially.
- c) To ensure children with Special Educational Needs and/or disability have full access to the National Curriculum, extra-curricular activities and the wider curriculum of the school.
- d) To develop co-operation and communication with parents, support agencies and other schools

## 2. Information about policies for the identification and assessment of pupils with special educational needs.

We believe that early identification is paramount when considering children with SEND.

On entry to school, the Early Years Foundation Stage team meet with all pre-school settings to gather information about each individual. They seek developmental, social and medical information to gauge whether any children will need monitoring on entry to school or placing on our SEND record immediately.

If a child at Great Dalby Primary School is showing difficulties with their learning, socially, emotionally, physically or in any other aspect, we have a robust procedure in place involving relevant staff, parents and the child.

1. The class teacher will discuss their concerns with the Special Educational Needs and Disability Co-ordinator. (SENDCo)

2. If the SENDCo shares the concerns, the class teacher will be asked to complete an Initial Concerns (IC) form. It is expected the class teacher will include evidence to support their concerns and the child would be asked their views too. The IC form will also include strategies to work on with the child over an agreed period of time. This will then be shared with the parents and a review date set. The Initial Concerns process will generally take six weeks.

3. After the agreed time the class teacher and SENDCo will meet to discuss the child's progress. At this point a decision will be made as to whether the child has made enough progress in their area of difficulty to continue accessing the curriculum/school day as normal, or whether they need to have individual targets, a provision map and be placed on the SEND record.

4. A review meeting will be called with parents and a discussion held with the aim of agreeing the next steps for the child.

5. If necessary the SENDCo will refer the child to health services via the GP, Educational Psychologist or another external service.

In this instance the role of the SENDCo is there to support the class teacher, children and parents when going through the SEND identification process and any further involvement thereafter. The SENDCo will oversee the transition points and co-ordinate the opportunities available for the children with SEND.

**3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

(a) How 

<i>Great Dalby School Primary</i>
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 evaluates the effectiveness of its provision for such pupils.

Our Special Educational Needs and Disability policy clearly sets out how we provide for our children with SEND. This is available on our website and in the school office.

As with all our children in school the effectiveness of our provision is evaluated through:

- Internal school tracking
- Termly meetings with the SENDCo (Pupil Progress Meetings)
- Termly Provision Map review cycles
- 6 weekly intervention group tracking – where appropriate
- Phonics assessments (Small Steps Progress Tracking)

This policy has been updated in September 2021 and is available on our school website.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

As for all our children, there is ongoing formative assessment taking place throughout each and every subject taught. Alongside this there are four summative assessment points during the year where each child's progress, including those with SEND, is monitored. The head teacher conducts termly pupil progress meetings and children with SEND are always discussed.

In addition to the above, the SENDCo asks the class teacher to review individual targets on provision maps (termly) with new SMART targets being set, and where appropriate provision being adapted to benefit a child's needs. The SENDCo is always available to discuss concerns about children with the class teachers/TAs at these agreed points, and any point in the academic year. The SENDCo will also meet with TAs running intervention groups to discuss the impact of groups and progress of children attending them. The SENDCo runs observations, interviews and book scrutinies at various points throughout the year.

Each term there is a specific SEND staff meeting focus, and when necessary, time in INSET training is available. This may be provided through the SENDCo or from external practitioners (for example the Educational Psychologist).

(c) Our approach to teaching pupils with special educational needs

As with all our pupils, a holistic approach is taken to our provision and approach to teaching. Inclusion is strong at Great Dalby Primary School and where possible each child accesses the quality first teaching with clear differentiation for those children with SEND. If necessary children with SEND will have access to intervention groups specifically designed to narrow gaps and encourage progress. Our intervention groups vary and embrace academic, physical and social needs and may be Wave 2 interventions (taking place in the classroom with a TA/teacher, or Wave 3 interventions (taking place outside of the classroom environment), depending on need.

For our children with an EHCP, access to an LSA/TA may be available for 1:1 support or in small groups. This is in consultation with parents, outside agencies and SENA as we firmly believe that independence is vitally important.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

As and when necessary the school will adapt the learning environment to meet the needs of the children with SEND. We have accessible entrances in both buildings, as well as accessible toilets. In the KS1 building there are features to support those children with visual impairments in place. The SENDCo has access to agencies to support the school if further adaptations need to be made in the future.

Please see the accessibility plan for further information.

Our curriculum is planned around the needs of the children and changes yearly to meet the needs of each class as they move through the school. The curriculum in place is broad and balanced, creative, inspiring and as thought provoking as possible. If, however, the school needed to resource the curriculum or environment further to support specific learning or physical needs, the SEND budget would be used to fund any such specific requirements.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

First and foremost children with SEND will access the quality first teaching in each subject from our experienced and skilled teachers. We also have a number of trained and experienced Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TA) and Learning Support Assistants (LSA) who deliver support in the classroom under the direction of the teachers, intervention groups and 1:1 support.

All staff and governors receive training to meet the needs of the children they are working with.

This may be internally delivered or by attendance at courses sourced by the SENDCo.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All children, including those with SEND, have access to extra-curricular clubs listed below.

- Netball
- Football
- Multi-sports
- Tag Rugby
- Road safety
- Dance
- Choir
- Chess

During the school day, when necessary, the children with SEND have access to:

- Phonics 'catch up'
- Speech and Language (supported by our SALT)
- Gross and fine motor development
- Lego Club
- Fine motor support – Handwriting/finger gym
- Social Communication

(Other intervention programs are used throughout the year – they are bespoke to individual children)

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

The school prides itself on the nurturing atmosphere where spiritual, moral, social and cultural aspects are firmly embedded across all aspects of school life. The school community is strong and from child interviews undertaken we know that all our children, including those with SEND, have good relationships with their teachers and other members of staff.

The SENDCo and class teachers have planned time to disseminate key information on SEND pupils at the end of each academic year resulting in the new teachers having a wealth of information about children they are receiving with SEND.

The school has a fantastic sequence of assemblies that support the PSHE, British Values, National and Local events, as well as the Cambridge scheme for PSHE – all of which improve emotional and social develop – as does our whole school behavior management system.

We have a member of staff being trained as an ELSA in the Autumn term, 2021.

#### **4. The name of and contact details of SEND co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:**

Great Dalby Primary School is a mainstream setting and therefore no additional support department is available. The school has a qualified SENDCo who works everyday .The SENDCo is also the Head teacher and her details are below. Appointments can be made via the school office.

Mrs Lucy Anderson

B.Ed HONS QTS, Cet. Ed. National Award for SEN Coordination

The SENDCo is contactable via the school telephone number or email address available on the school website.

Mrs Anderson will be on maternity leave from September 26<sup>th</sup> until the summer term, in her absence Miss K Stansfield has been seconded from Gaddesby Primary School to support the school.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The SENDCo completed the National Award for SEN co-ordination in 2010.

The SENDCo and the governor responsible for SEND attend the SENDCo network update meetings three times per year. The information from each meeting is cascaded to the Head teacher, the governing body and teaching staff if necessary through staff meetings or governors meetings.

The Head teacher and SENDCo identify training needs – teachers and support staff attend relevant training courses.

Each year, in the autumn term, the SENDCo meets with the SEND governor and Educational Psychologist to plan for the year ahead. The SENDCo is able to outreach to a number of external services, including Health care navigator, specialist teaching service and the Speech and Language therapist where necessary. We also have a link Autism Outreach Officer with whom we work closely.

All staff have Level 1 Autism awareness training and two members of staff have their Level 2 qualification. One member of the team in Level 3 Autism trained.

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The Head teacher/SENDCo and class teacher will identify specific learning needs. Resources will be sourced and provision made in the budget.

**7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

All arrangements for children with SEND, from the identification of need to transfer to KS3, are undertaken in consultation with parents/carers. If a child at Great Dalby Primary School is showing difficulties with their academic learning, social or emotional development, physical movement or in any other aspect, we have a robust procedure in place involving relevant staff, parents and the child.

Where a SEND concern is identified, the class teacher will be asked to complete an Initial Concerns (IC) form. This will be shared with the parents and a review date set. After the agreed time the class teacher and SENDCo will meet to discuss the child's progress. At this point a decision will be made as to whether the child has made enough progress in their area of difficulty to continue accessing the curriculum/school day as normal, or whether they need to have individual targets, provision and be placed on the SEND record. A review meeting will be called with parents and a discussion held with the aim of agreeing the next steps for the child and placement on the SEND register, if applicable.

If individual targets and provision mapping is appropriate, the targets will be developed collaboratively between teachers and parents; parents are invited to comment and the child voice will also be obtained.

If a child does need to be referred to outside agencies, parental views and authorisation is always obtained.

The school follows the SENA advice for involving parents/carers at annual review or transition review.

All SEND children have a one-page profile.

The SEND governor and SENDCo have a target to develop Parent Voice.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

In KS2 children are involved in targets and provision reviews. This is developing in KS1. In summer 2022, all children will be interviewed by the SENDCo.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the school**

Parents are encouraged to address the class teacher with any complaints regarding provision in the first instance, followed by the SENDCo and the Head teacher and then the Chair of Governors.

The complaints policy is available on our website or from the school office at any time.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The SENDCo will lead and support the governing body, with the support of the designated SEND governor, in meeting the needs of pupils with SEND and their families.

The governor responsible of SEND is Mrs Debby Harby.

Both the SENDCo and SEND governor attend SENDCo net update meetings termly and cascade all information back to the Local Advisory Board.

**11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

The link to the Leicestershire Local offer is available on the school website.

The number for SENDIASS (parent support) is available via their website.

**12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Robust transition systems are in place for the transfer of SEND pupils from KS2 to KS3. The SENDCo meets with the SENDCo from the secondary schools to discuss the specific needs of SEND pupils transferring. Parents are offered the opportunity of visit to the secondary school accompanied by the SENDCo.

**13. Information on our contribution to the publication of the local authority's local offer.**

N/A





