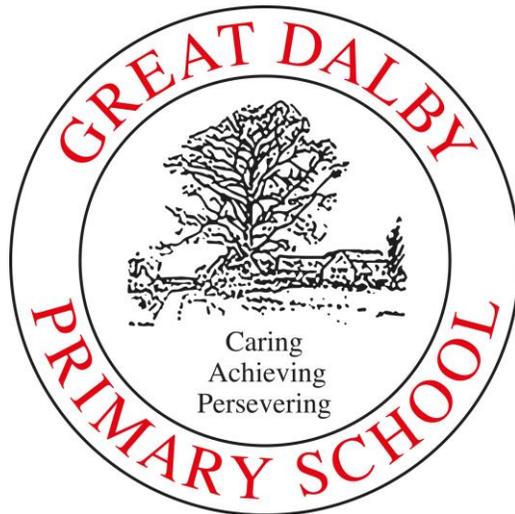


Special Educational Needs and Disabilities (SEND)



Information Booklet

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What are special educational needs and disabilities (SEND)?

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of other of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEND Code of Practice: 0 – 25 Years; Introduction xiii and xiv

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They may affect their behaviour or ability to socialise, for example pupils with autism may struggle to make friends. They can affect academic learning, for example a child may have reading difficulties because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and Learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

Our aims for pupils with SEND

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them. We are a very inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.

How do we involve, parents, carers and families?

We are a friendly and approachable school. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services. We actively encourage partnerships with parents, for instance through our parent and family forums for SEND issues. Our parents appreciate this approach. Our view is that you are the expert on your child's needs and for that reason we will encourage you to take the lead when producing profiles for your child and setting outcomes.

How do Pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have One Page Profiles that are produced in conjunction with the pupil and enable them to identify their strengths and weaknesses, ways of learning best and what support they may need. This will allow us to capture the views of your child.

What is our approach to teaching?

We are a supportive and nurturing school and we are lucky to have a very dedicated staff team, all of whom view themselves as teachers of all pupils with SEND. Our staff are always developing their skills to ensure quality provision for pupils with a range of learning needs. We have a clear approach to training and developing teams, so that for each category of need we have staff with more in depth expertise, staff with specific training and then all staff given training in a broad understanding of the difficulty. Our overall aim is to provide the highest quality of teaching for all pupils. We are inclusive and understand the need for adjustments and additional support in class for some pupils. We offer this through differentiation, alongside their peers as part of their curriculum and, of course, high quality teaching with different pedagogical approaches. We do have some structured interventions but, for the most part, we believe that most of the time they should be learning alongside their peers with differentiated support and outcome expectations.

What school policies do we have?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place. Additional policies, including our mental health and wellbeing policy, and policy for supporting pupils with medical needs also outline how we aim to support pupils with additional needs and can be found on our policy section of the website. We are also unique in that we have worked closely alongside our SEND parents of pupils with different areas of need and with agencies with expertise to produce our school offers on SEND areas. These are currently for Autism, Dyslexia and Speech and Language support and can be found at the end of this information booklet.

Our school procedures

Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.

Initial Concerns -This could be from concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

The stages to support following the initial concerns include:

Monitoring stage - Where your child's teacher will work to develop an understanding of your child's profile and potential additional needs. They will identify which adjustments and provision can be made throughout this stage.

SEND Support Plan - At this stage it may be decided that more support is needed to enable progress. Where an outside agency is involved with your child, then often a support plan is put in place to help carry out the advice effectively. The SENCo and class teacher will work with you to provide a plan for your child and identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place for them which will be visible on their provision map. Your child will continue to have targets and support that will be reviewed and revised systematically via the 'Assess, Plan, Do, Review' cycle.

Education Health and Care Plan (EHCP) - If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made. If an Education, Health and Care plan is agreed then your child is likely to have more specialist provision and additional adult support. You will also have person centred review meetings each year to talk about their achievements and progress, and what is working, what isn't working well and what the next steps will be.

How do we assess and review progress?

Your child's progress will be reviewed with you at their review meeting. This takes place each term. At the meeting we will review your child's progress based on the outcomes and targets that they have been working towards. Information will be shared with you on how they are progressing in class. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

Measuring effectiveness

We track the progress of our SEND pupils, and evaluate their SEND provision, very carefully. We look at how well they are meeting objectives and how well support is meeting needs. We use test and assessment data to help us measure progress. The SENCo undertakes purposeful, and connected, monitoring of all of our SEND procedures and provision to check its effectiveness. This includes observing lessons and looking at work in books.

Supporting pupils transferring

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible. We can

arrange additional support for their high school transfer such as extra visits. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our feeder nurseries and our local high school. We will visit your child in their nursery setting to get to know their needs. Children with EHCP plans will have transfer review meetings for high school and nursery.

Help for your child

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers differentiate and group children flexibly to allow your child to achieve in the areas they are able to, and to work with all members of the class. We will follow up any difficulties with pre-teaching or sessions post teaching on areas they need more support with. They may work in additional guided groups with a learning support assistant or teacher.

Additional support, equipment and facilities

We operate on an inclusive basis to try and ensure that all children can access the support they need within the classroom, thereby ensuring they do not lose access to the quality-first teaching provided by the classroom teacher. All teachers teach in a dynamic and dyslexic-friendly way and are autism aware. However, if your child is on the SEND register they will have some additional provision in class, access to an adult or even intervention to help meet their needs. All schools have a 'notional' SEND budget to help meet this additional provision. This could be extra maths, reading, writing, spelling or phonics groups. The level of support they get will depend on factors like their overall progress and attainment compared to their class or age-related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 reading coaching, speech and language groups or movement sessions. Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support.

Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives on the school council. Our reward systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

By completing our One Page Profiles with our SEND pupils each year we can see what support they suggest, and what they want to be involved in. We ensure they have access to extra-curricular clubs including sports teams, learning instruments as well as arranging for extra-curricular clubs to meet particular needs.

We have an accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that your child is given as much access as possible.

Responding to concerns and worries

We are a very approachable school and all of our staff are available to talk to you about any concerns. You can chat to your child's teacher at the end of the day or arrange appointments through the school office, or email a member of staff through the office if you prefer.

We will ensure an appointment is made with the SENDCo as soon as any concern is raised and then we will agree some actions together and arrange a time to review how it is going.

If you have an issue that you don't feel can be resolved in school you can also approach our governing body. Our SEND governor, Debby Hardy, has a wealth of experience in working with children and families and would be happy to help. Our governors can also help with complaints procedures.

Further information

Great Dalby Primary School has published our SEND information report booklet on the website and details can be found directly in our SEND section:

<https://www.greatdalby.bepschools.org/key-information/sen/>

In school you can get further information and advice from our members of staff.

Advice on all SEND related issues for your child or access to services

Mrs Lucy Anderson - Head Teacher/SENCo

Mrs Louise Allen - Class Teacher/Acting SENCo

They can be contacted at the school office or through email: office@greatdalby.bepschools.org

Out of school you can get additional support and advice from a number of services:

Support for dyslexia	Leicestershire Dyslexia Association http://ldadyslexia.org.uk/
Support for autism	The Autistic Society https://www.leicestershireautisticsociety.org.uk/
Support for mental health	Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team 0116 2952992 Young Minds helpline: tel:0808-802-5544
Support for ADHD	ADHD solutions http://cmsms.adhdsolutions.org/
Support for all SEND needs	SEND Information Advice and Support Service (SENDIASS) 0116 305 5614 Email: sendiass@leics.gov.uk Website: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send

Contribution to the local offer

Our school intends to align itself closely with the local authority local offer and information about the Leicestershire local offer regarding SEND can be found here:

www.leicestershire.gov.uk/local-offer

School information

School/College Name:	Great Dalby Primary School
Address	
Telephone number	
Name of Head teacher/Principal:	
Head teacher/Principal's contact details:	
Website address:	

Twitter Feed details	
Specialism	Mainstream
Date of Last Inspection:	
Outcome of last inspection:	Outstanding
Does school/college have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at college/setting :	
Number of students receiving additional learning support:	<ul style="list-style-type: none"> • Total: • No with EHCP: • No with Top Up Funding: • No at SEN Support :