



Great Dalby SEN Information Report 2023-2024

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Written by	SENDCo/ Headteacher
Approved by:	Headteacher/LAB

Definition for SEN and for disability from the SEND Code of Practice

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Disability: many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **‘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.’** This definition includes sensory impairments such as those affecting sight or hearing or long-term health conditions such as asthma, diabetes, epilepsy and cancer.

We know when pupils need extra help if:

- Concerns are raised by parents/carers, teachers, the pupil’s previous school, or the pupil themselves, regarding level of progress and inclusion.
- Children are achieving below age-related expectations by the end of the year
- There is a marked change in a child’s behaviour or attitude
- The child is diagnosed by a health professional
- Tracking of outcomes indicate a slowing down compared to the child’s previous attainment
- Pupil observation indicates that they have additional needs in one of the four areas: Communication and interaction; Cognition and learning; Social, mental and emotional health; Sensory/physical

Families are encouraged to contact the school as soon as they have concerns, and not just wait until parent-teacher consultation meetings, so that we can work together to ensure the needs of the child can be met as effectively as possible. In the first instance you should speak to your child’s class teacher.

If you still have concerns that your child’s needs are not being managed or you want further support you should speak to the SENDCo, Mr Bryan who can be contacted on the school number:

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

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.

SEN support is only for a child who has been identified as having a special educational need and takes the form of a four-part cycle,

ASSESS - a child's strengths and difficulties are identified. This may be through observation, formal and informal assessment, medical diagnosis

PLAN - the short-term outcomes we want the child to achieve are set as targets

DO - interventions and supports are put in place to help the child achieve their targets and to address the difficulties. We call this the provision.

REVIEW - outcomes are reviewed at the end of each cycle. These actions are then carried out, and revisited, refined and revised based on the child's progress.

This is known as the 'graduated approach', identified in the SEN Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The class teacher is responsible for the support plans, but the process is overseen by the SENDCo. The plans are shared and reviewed termly with the parent, and if appropriate, the child too. Sometimes, the SENDCo will be involved if further advice or support is needed.

If progress rates are still judged to be inadequate despite delivery of high-quality interventions, assessment and/or advice may be sought from external agencies regarding strategies to best

meet the specific needs of a pupil. This will only be undertaken with parent consent. This may include referral to one or more of the following agencies – depending on the child’s need:

1. Specialist support services including: Autism Inclusion Team, Hearing Impairment and Visual Impairment teams
2. Educational Psychology Service
3. Physical and Disability Support Service
4. Speech and Language Therapy
5. Occupational Therapy
6. Child and Young Persons Autism Service
7. Special Educational Needs Support Service (SENSS) –learning difficulties and behaviour support
8. Educational Welfare Officers
9. Social Services
10. School Nurse
11. Action for Children
12. Child and Adolescent Mental Health Service (CAMHS)
13. Community Paediatrician
14. Family First Local Support

There is only a very small percentage of pupils whose needs are significant and complex. If the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of their education, health and care needs. Any request will be discussed and agreed with the parent. This may result in an Education, Health and Care (**EHC**) plan being provided and a child may receive additional support to meet their needs. More information can be found on the Leicestershire Local Offer page. **Education and Health Care plans** are formally reviewed at an Annual Meeting (six-monthly for children under 5). You will be invited to share your views with all **parties** involved with your child’s education plan. If you have any concerns at any time during the year, you can arrange a meeting with the class teacher after school. Appointments to discuss your child’s SEND can also be arranged with the SENDCo, Mr Bryan.

Link to Leicestershire Local Offer: [What is the Local Offer | Leicestershire County Council](#)

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

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. This policy is reviewed annually.

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 (Individual Learning Plan)
- 6 weekly intervention group tracking – where appropriate
- Phonics assessments (Small Steps Progress Tracking)

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 (Individual Learning Plans) (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).

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 support 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. All children, including those with a SEND will be working towards the same objective, but at different levels with modifications made to the plan and teaching of the lesson. This is called differentiation and it allows all children to access the same curriculum.

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 KSI 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 carefully sequenced with clear expectations for knowledge and skills. The curriculum in place is broad and balanced, creative, inspiring and as thought provoking as possible. Careful consideration has been given to how the each subject can be adapted to support SEND children. 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. Children will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum and help them overcome any disadvantage. E.g.: enlarged texts, writing slopes, scaffolds for writing

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 have 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 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. 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 a range of extra-curricular clubs.

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
- Fine motor support – Handwriting/finger gym
- Social Communication
- ELSA support

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

Formal tests: Any child identified as having a special educational need or disability will receive support to access formal tests. Some pupils with specific needs may need additional arrangements so they can take part in end of key stage tests. We follow the guidance from the standards and testing agency

[https://www.gov.uk/government/organisations/standards-and-testing-agency.](https://www.gov.uk/government/organisations/standards-and-testing-agency)

Types of support include, but are not limited to: early opening of test packs, to adapt test

papers; additional time to complete the tests; the use of scribes, word processors or other technical or electronic aids; readers; the use of prompts and rest breaks.

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 carefully sequenced plan for 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 behaviour management system.

We have a member of staff who is ELSA trained and delivers intervention where needed.

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 SENDCo, Mr Bryan, who works everyday. The SENDCo is also the Year 6 teacher and his details are below. Appointments can be made via the school office. The SENDCo is contactable via the school telephone number or email address.

Email: office@greatdalby.bepschools.org

Tel: 01664 562750

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 attends the SENDCo network update meetings throughout the 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 receive autism outreach training and this is reviewed annually.

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. Each child at SEN Support can be allocated by the school up to £6,000 per child to support their Special Educational Needs. This is known as the SEND Notional Budget. This might be used by the school to provide adaptations to the curriculum, in-class support, targeted intervention or appropriate resources. When a child has an EHCP, the LA takes that £6,000 as a contribution towards the cost of the EHCP.

Where the cost of the SEN provision is greater than the allocated £6,000, the LA becomes responsible for providing 'top-up' funding. The amount of 'top-up' funding is based on the level of support required to achieve the outcomes detailed in the EHCP. The school has to apply for this funding demonstrating that the pupil meets the relevant criteria.

The school meets pupils' Special Educational Needs in a variety of ways:

- Through the cycle of Assess, Plan, Do, Review
- By providing specialised resources and equipment
- Through in-class support
- Through targeted intervention (individually or in small groups)
- Through 1:1 support (as identified in the EHCP)

Individual Pupil Premium payments are also used to support pupil's learning.

There are a range of resources available to support pupils with SEN including:

- Specialised equipment, such as writing slopes, pencil grips
- Specialised furniture
- Equipment to support sensory needs, such as wobble stools and cushions
- Highly-skilled staff

If required, the school is able to use the SEN Notional Budget to purchase additional resources to support learning.

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 Early Identification 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 (Individual Learning Plan) 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 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.

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.

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

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 Debbie Hardy.

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

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.

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

Great Dalby Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

On entry into Reception:

- A planned programme of visits in the summer term for pupils starting in Reception in September including "Play and Stay" visits with parents/carers and a visit to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to ask questions or raise concerns.
- Our Reception team attempt to visit all children in their pre-school setting. Where concerns are raised with the class teacher. They may visit the setting and a meeting with parents to discuss any issues could be arranged. In some circumstances, individual arrangements may be made for starting school - such as shorter hours.

In year transfers:

An initial visit to the school can be made via the school office and parents and pupils are shown round the school. The class teacher is always willing to meet parents/carers prior to the child moving to their class.

Secondary transition.

- Our Year 6 teachers meet with the staff from secondary schools.
- Our SENDCo liaises with the SENDCos from the secondary schools to pass on information regarding SEN pupils.
- Children attend transition days particular to the school they are going to.

Children with additional needs may be offered extra transition days if it is felt that they would benefit from extra opportunities to familiarise themselves with their new school.

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

The administration of medicines is managed through our First Aid and Medicine Policy and Procedure.

Toileting is managed through our Intimate Care Policy, in consultation with parents (and medical professionals if required).

Where children require additional support with eating, this is managed in consultation with parents and 1:1 support staff.

A range of staff have first aid training and paediatric first aid training however, in a medical emergency, the school will:

- Call parents and contact the GP
- Call 111 for further advice
- Or, call 999 if required

If a pupil has a medical need, the School Nurse (or another medical professional) in liaison with parents, will support the school in drawing up a Care Plan. Training of key staff, or all staff, will be provided if required to meet the medical needs and care needs of the pupil. With parental consent, school can work with medical professionals to support with creating a risk assessment and care plan when required.

