

Dinting Church of England VA Primary School



SEND Information and School Offer

At Dinting C of E VA Primary School, we are committed to providing the best possible support to every child in our care.

This document aims to provide straightforward answers to questions you may have regarding the provision made for children with SEN in our school.

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<p>What is the SEND Local Offer?</p>	<p>Derbyshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.</p> <p>The Local Offer simply aims to pull information about available services into one place and make it clear and accessible for you and your family.</p> <p>Linked web address: https://www.localoffer.derbyshire.gov.uk/apply-for-an-assessment/send-service-contact-details/send-service-contact-details.aspx</p> <p>email: contactcentre@derbyshire.gov.uk</p> <p>Tel: 01629 533190 Minicom: 01629 533240 Text: 86555</p>
<p>Who can I talk to about my child's barriers to learning or SEND?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher first. If you continue to be concerned that your child is not making progress, you may wish to speak to:</p> <ul style="list-style-type: none"> • Ms Pillow, SENCo (Special Educational Needs Co-ordinator) • Mrs Elliott, Head Teacher • Mrs Davies, SEND Governor <p>Contact via the school office: 01457 853371 Dinting C of E VA Primary School Dinting Vale Glossop SK13 6NX</p> <p>Should anyone wish to make a formal complaint, we have a standard procedure outlined in a policy on our school website: Policies</p>

What training have staff at Dinting undertaken in relation to children with SEND?

Our school SENCo, Ms Pillow. She has the National Award for Special Educational Needs Co-ordination.

Members of staff have had training for working with children with a variety of needs.

These include courses on:

- Autistic Spectrum Disorder
- Dyslexia
- Epilepsy
- Makaton
- Mental Health
- Nurture
- Speech and Language
- Precision Teaching
- Clicker
- Lego therapy
- Inclusive Environments
- AET – making sense of autism
- Graduated Response to supporting children

Training needs are assessed regularly according to the needs of the children.

How does Dinting Primary School provide for children with SEND, including those without an EHCP?

The term 'special educational needs and Disabilities' (SEND) is defined as,

"learning needs that require additional educational provision to be made."

(Code of practice, 2014)

Pupils with SEND have impairments or disabilities or both that make it harder for them to learn than most children of the same age, due to additional barriers to learning. These pupils may need additional help or support from that given to others in their class.

A pupil has an impairment if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability which prevents or hinders them making use of the educational facilities usually available.
- a pupil has SEN if they have an impairment or disability which calls for special educational provision to be made.

We maintain records of all pupils who have additional learning needs. This is shared with all staff so they are aware of those who need additional support in lessons and work can be differentiated as necessary. Appropriate adjustments to the curriculum will be considered as well.

The Code of Practice (2014) defines SEND under four board categories of need, which are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A child will only be considered to have a special educational need if they require support which is different from and/or additional to what the school already offers to the majority of the children.

Any concerns about a child are shared between parents/carers and school staff and, where possible and appropriate, the child's view will be sought. Our school has a specific procedure to follow when identifying children as having SEN and this sharing of information is a key aspect throughout the process.

Identification Pathway

In deciding whether to make additional provision the teacher and SENCO will consider all of the information gathered, linking with external agencies and professionals where appropriate. Discussions are held with the pupil and their parents to establish areas of strength and difficulty, as well as noting parent's concerns. Agreed outcomes are sought and next steps planned.

To support with the identification of SEND, the school will access a range of materials and tools including:

- identifying strengths and weaknesses
- identifying learning rates and learning styles
- observing and recording responses in different environments
- observational checklists
- diagnostic tests

The school may also seek the advice and support of professionals outside the school. This may be from:

- Inclusion Support Advisory Service (ISAS) and the Inclusion Support Advisory Teacher (ISAT) for our school.
- Outside agencies such as the Speech and Language Therapy (SALT) Service or Child and Adolescent Mental Health Service (CAMHs) or Education Psychology.

Once a child has been identified as having SEND, an Individual Education Plan (IEP) is made by the class teacher, in co-operation with the child themselves and their parents/carers. IEP's are kept in a secure place in the child's classroom so that anyone teaching them will have access to information about all their SEND and any current interventions and strategies that are being used to support them.

IEP targets are reviewed at least once a term by the class teacher and monitored by the SENCO once a term. The IEP will have an accompanying One Page Profile (1PP) that supports any staff working with the child in the class. The 1PP outlines more personal influences that adults might see. These might be particular motivating factors for that child, or situations that may cause additional anxiety or distress, including how to manage these. The 1PP is a working document between home, school and the child to allow all those involved with the child to have a holistic view of them.

What interventions can you implement at Dinting, and how do you assess progress?

Interventions

Maths Trackers: maths intervention

Nurture: intervention to support social and emotional development and peer interaction

R-Time: intervention to support Social and Emotional Wellbeing

Little Wandle SEND intervention for phonics, reading and spelling.

Little Wandle Rapid catch up for phonics, reading and spelling.

Motor Skills United: *fine and gross motor skills development*

Social Stories

Comic Strip Conversations: supports understanding of social situations and social encounters. Helps individuals be self-determined, confident and competent individuals

Behaviour Box: interventions that can be used to improve outcomes for children with most challenging needs.

Provides ideas for building resilience in the classroom.

Mindful Monsters: therapeutic workbook supporting social and emotional learning.

Lego Therapy: social communication skills, cooperation and self confidence.

Blank Levels: improving vocabulary, auditory memory, communication skills and verbal comprehension skills.

Sensory Circuits: regulation, self awareness, emotion support

Precision Teaching: basic skills, over learning to improve cognition and learning.

Assessing Progress

We use standardised assessment to compare our pupils progress to national expectations for our SEND pupils.

In addition to standardised assessment, we use Formative Footprints for children who are working below year 1 in reading, writing and maths.

We use the AET (Autism Education Trust) progression document to identify progress and targets for children who have ASD (Autism Spectrum Disorder).

Formal Assessment

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 results are published nationally.

Children with SEND may be eligible for special arrangements in these tests. This helps to ensure that the pupil is tested fairly.

Targets

Targets are set in accordance with national expectations for good or better progress for our SEND pupils.

Progression Guidance materials are used to support with target setting.

These aim to be:

- Aspirational yet achievable and realistic
- Person centred
- SMART
- Focussed on closing the gap of attainment between peers

Where necessary, pupils will have individualised targets, which reflect personalised learning outcomes identified by the child and team working with them, including targets set by outside agencies specific to their needs. Individual targets are detailed in each child's IEP and these are assessed and reviewed at least once a term, in line with the assessment cycle Assess, Plan, Do, Review.

Monitoring

Regular book scrutiny and lesson observations will be carried out by the Head teacher and SENCO to ensure that the needs of all pupils are met and that the quality of teaching and learning is high.

What additional learning opportunities do you provide for children with SEND at Dinting?

Dinting C of E VA Primary School is an inclusive school. For us, this means that children with SEND are integrated with their peers in existing classes, as well as taking part in usual whole school activities. In addition, individualised or group programmes may be offered to develop skills in:

Gross motor

Fine motor

Social Communication

Structured literacy/numeracy programmes

Independent work skills

Social skills

Life skills

Emotional Literacy

SEMH – social, emotional, mental health

Sensory processing difficulties

Children with SEND may have access to one or more of the following depending on their individual needs:

- Targeted differentiation according to their individual needs work – this can take many forms including access to resources, group / paired work, additional time, adapted task
- Additional adult support where appropriate to compliment the work of the teacher
- Opportunities for individual or small group work
- Access to targeted, time-limited programmes
- Adapted resources and interventions

What is Dinting's approach to teaching children with SEND?

The National Curriculum (2014) states:

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs

If your child has been identified as having SEND, their teacher will have carefully checked on their progress to identify a gap or gaps in their understanding/learning. They will then receive extra support to help them make the best possible progress.

This support may be offered in various forms:

Class teacher input via quality first teaching (QFT). For your child this would mean: That the teacher has the highest possible expectations for your child and all pupils in their class. That all teaching is built on what your child already knows, can do and can understand. That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. That specific strategies (which may be suggested by the SENCO or other specialists) are in place to support your child to learn.

Intervention

This can be run by a teacher or a teaching assistant (TA). Intervention support may take place within the classroom or in the Sunshine Room, a small quiet room suitable for individual or group work.

Specialist support from professionals not based in school

When a pupil has been identified as needing extra specialist support in school from a professional outside the school. This may be from:

- Inclusion Support Advisory Service (ISAT) and Inclusion Support Advisory Teacher (ISAT) for our school.
- The Engagement Service at Derbyshire
- Outside agencies such as the Education Psychology Service (EPS) or Speech and Language Therapy (SALT) service.

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational

Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Individualised support via an Education Health and Care Plan

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through QFT and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Inclusion Support Advisory Service (ISAT) and Inclusion Support Advisory Teacher (ISAT) for our school.
- The Engagement Service at Derbyshire
- Outside agencies such as the Speech and Language Therapy (SALT) Service or Child and Adolescent Mental Health Service (CAMHs).

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory 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 the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

<p>How does Dinting adapt the curriculum and learning environment for those who have SEND?</p>	<p>Provision is put in place for SEND pupils to address made potential areas of difficulty and remove barriers to pupil achievement. This is provision different from and additional to that made available for their peers. Reasonable adjustments will be made so that your child is able to access the curriculum to the best of their ability.</p> <p>Class teachers plan lessons according to the specific needs of all groups of pupils in their class and will ensure that your child's needs are met.</p> <p>Additionally: Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and 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.</p>
<p>How does Dinting enable children with SEND to engage with the activities of the school (including physical activities) together with children who do not have SEND?</p>	<p>All activities are carefully planned and resourced so that every child can participate at their level. High expectations are essential and provision is made to ensure good outcomes for every child.</p> <p>This may take a variety of forms including:</p> <ul style="list-style-type: none"> • Additional or adapted resources • Individual transport to and from lessons or activities off site • Additional adults <p>All extra-curricular activities are available to every child.</p> <p>The school building is accessible to wheelchair users via a ramp at the main entrance and there are disabled toileting facilities.</p> <p>Wheelchair access would be available via the drive and the EYFS outdoor area. Facilities to install an external lift are available if required.</p>

What support is available for improving the social, emotional and mental health and development for children with SEND at this school and beyond?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

We have available a number of interventions intended to support and develop children's social, emotional and mental health. Our Pastoral Support Teaching Assistant liaises with teachers to find the most appropriate intervention for each child.

Discrete weekly sessions in PSHE are provided through a published scheme (Jigsaw). This provides opportunities for all children to explore social, emotional, mental and health issues. In addition, resilience, responsibility, resourcefulness and reciprocity are explored in order to build life skills. Each half term has a focus but incorporates mindfulness and well-being.

We understand that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is **joining us from another school:**

The SENCO may visit pre-schools with the Foundation Stage Leader when appropriate.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is **moving to another school:**

We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When **moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individualised targets will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Additional visits to the classroom (particularly at the end of the summer holiday) will be offered to your child. Visual reminders and prompts will be provided for the transition if this is something that your child responds well to.

When **moving on to secondary school:**

The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. On your request, your SENCO can attend a transition review meeting involving yourselves, the new SENCO and possibly the pupil.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

How does this school involve pupils and their parents/carers in decision making?

Involving the child

All pupils have a right to be involved in making decisions about their education and the support put in place to help their learning. Children are enabled to share their views about their education and learning. This is done through discussion with their class teacher, TA or SENCo as appropriate, during which they are asked about their current targets, their hopes for the following term, what they enjoy, what they see as their strengths, and what they would like more help with.

Children with SEND will be asked to share their views and opinion, including aspirations, prior to meetings regarding their targets. The SENDCO will ensure that this pupil voice is communicated and noted in any decision making during meetings.

If a child does not wish to attend or it is not appropriate (e.g. if the child may become distressed), then their views will be shared by an appropriate adult who has met with the child in advance.

Involving the parent/carers

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO 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.

Personal progress targets will be reviewed with your involvement three times a year. Homework will be adjusted as needed to your child's individual requirements. 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.

<p>How does Dinting evaluate the effectiveness of its provision?</p>	<p>Effectiveness of provision is measured through assessment and evaluation of each child's individual targets. Target reviews are carried out a minimum of once a term by the class teacher. Progress is monitored by the SENCo once a term and provision adjusted accordingly.</p>
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