

Dove CE (VC) First School



SEN Information Report

2016-2017

Special Educational Needs and Disabilities

SENCo - Kelly Methven

Contact:

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At Dove CE (VC) First School we provide every child with access to a broad, balanced and relevant curriculum and are constantly looking at how we can improve provision for our pupils. With early identification the school aims to recognise and support all pupils and are committed to offering an inclusive education which provides all children with the opportunities to succeed. The governors and all staff aim to create an inclusive, secure and supportive environment. The information contained in this report will be regularly reviewed and updated as necessary. It takes into account the SEN Code of Practice 2014, The Equality Act 2010 and the Children and Families Act 2014.

What are special educational needs?

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 of 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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of practice 2014.

Aims of our SEND policy

The aims of our special educational need and disability policy and practice are:

- To provide access to the curriculum and all aspects of school life.
- To reduce barriers to progress and learning by embedding the principles in the National Curriculum Inclusion statement.
<https://www.gov.uk/government/collections/national-curriculum>.
- To use our best endeavours where needed to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to build a partnership.
- To ensure a high level of staff expertise to meet pupil need, through continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

How does Dove First know if children need extra help?

We know when children need help when:

- Concerns are raised by parents/carers, teachers, the child's previous school, the child's nursery or other pre-school setting.
- Half Termly Tracking of attainment indicates a lack of progress and/or low attainment.
- There is a change in the child's behaviour.
- A child asks for more help frequently.
- There is an external referral from a Health Care Professional

It is our aim to identify any child with SEN as early as possible. In response to this, we put intervention in early in the Foundation Stage to try and bridge any gaps.

What should I do if I think my child has special educational needs?

A child may be identified as having a long term difficulty which requires continuing support or a short term difficulty requiring a specific intervention. Our school has an 'open door' policy and if you are concerned about your child please:

- initially talk to your child's teacher-this can be done at any time not just at parent's evening.
- talk to the SENCo, Mrs Kelly Methven (in Robins- Reception)
- talk to the Head Teacher, Mrs Karen Gilchrist.

All parents will be listened to. Your views and aspirations for your child are central to the assessment and provision which is offered by our school.

How will Dove First School support my child?

All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. We carefully monitor and assess all children in school through half termly reviews. As concerns are raised and discussed with parents children may be monitored for a short period initially supported in class through differentiated activities, strategies and resources. All children are seen as being unique and individual and when a child is identified as needing additional support it is tailored to their specific needs.

Additional support in our school follows an "Assess, Plan, Do, Review" model of intervention:

- **Wave 2 intervention** provides 'catch-up' programmes for small groups of children who may be struggling with a concept or in a particular area of learning. They are usually time-limited and aim to boost skills in order to access the curriculum confidently after the intervention.

(Numicon, Social Skills, Focussed phonics groups, Talk Boost, Communication group, Comprehension group, Talking partners, Handwriting)

- **Wave 3 intervention** provides 1:1 intensive, precision teaching to enable the child to make accelerated progress.

(FFT Wave 3 Reading & Writing, Speech & Language Programmes, Pindora's Box)

- **Pupil termly plan intervention** provides individual support, 1:1 for children with a specific learning need.

Each child has their own individual termly plan ensuring the opportunity to work on their own targets to support progress and attainment. Parents are provided with the opportunity to meet with their child's class teacher for an additional meeting every term, as well as Parents Evening, to discuss concerns, worries, interventions and the termly plan. If parents wish to meet with the school SENCo this can be done at any point by arranging a meeting.

Each intervention is reviewed regularly for impact on children's learning. Termly plans are reviewed, agreed and signed each term with children, parents and teachers. If a child continues to make limited progress, we would consult appropriate outside agencies. For a very small percentage of children, whose needs are significant and complex, and the provision required to meet their needs cannot reasonably be provided within our school resources, a request will be made to the Local Authority to conduct an assessment of their education, health and care needs. This may result in an Education, Health Care plan. (EHC)

How do Dove First ensure the support my child receives is effective?

All intervention programmes both group and individual are monitored for its impact. This may be on a child's progress, attainment or well-being depending on the nature of the intervention. All class teachers have an intervention file which contains clear before and after assessment in their classroom which is used as evidence for termly progress meeting and regularly monitored by the SENCo and Headteacher.

Who will support my child?

- Class teacher.
- Teaching Assistants.
- SENCO.
- Relevant outside agencies.

The SEN Governor and the governing body are consulted with regards to any changes in procedure and legislation and have access to attainment and progress data.

What additional specialist services and expertise may be available to my child?

If progress rates are not adequate despite the delivery of high quality interventions it may be necessary to seek advice from outside agencies regarding strategies to best meet the specific needs of a pupil. Outside agencies that may be used are:

SENSS (SEN support service)	PDSS (Physical Development Support Service)	School Nurse
Educational psychologist service	YESS -Youth Emotional Support	Health Visitor
Speech and Language therapy	Hearing and Visual Impairment Team	Social Services
Behaviour Support Service	Autism Outreach Team	Community Paediatrician
Key Learning Centres	Local Support Team	Family support service
CAMHS (Child and Adolescent Mental Health Service)	Physio/Occupational Therapy	Education Welfare Officer
Midlands Psychology	Specialist Support Centres	

Before making any referral we seek parent consent. We will then offer a multi-agency approach to support your child.

How will the curriculum be matched to my child's needs?

Teachers plan lessons and activities based on the current levels of achievement and their own knowledge of the children. Work is therefore differentiated and children can access learning at their own level. When a child has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily at their level.

Some children may take part in an intervention which are matched closely to each child's level of need. A trained Teaching Assistant will usually teach interventions and, with the class teacher, will closely monitor progress and outcomes, which will support the next steps in learning.

In certain circumstances children may be provided with specialist equipment or resources, ICT and/or additional adult help.

How will I find out how my child is doing?

There are several different ways you can discuss your child's progress and attainment:

- At parent's evening each term.
- During informal/arranged meetings made between parent evenings.
- At a termly plan review meeting (specifically for SEN children).
- In your child's reading diary/in a letter/over the phone. (Especially if you do not collect your child from school).
- During an annual review meeting (EHC/Statemented children).
- During Early Help Assessment (EHA) meetings.
- In my child's school report.

How will Dove First help me support my child's learning at home?

- Suggested home activities from your child's class teacher - please ask if you would like advice on more ways to support your child at home.
- Parent workshops.
- Information sheets.
- Family and class learning events.

What support will there be for my child's overall well-being?

Our school offers pastoral support for children who are experiencing emotional, social and behavioural difficulties:

- Caring and supportive teachers and teaching assistants who are readily available for children who want to talk about concerns or worries.
- A PSHE curriculum which provides children with the knowledge, skills and understanding they need to enhance their social and emotional well-being.
- The SEAL (Social, Emotional Aspects of Learning) pack which can be delivered to a whole class, groups or individual children.
- YESS (Youth Emotional Support Service) offers an opportunity for children to talk and be listened to by a trained member of staff.
- Outside agencies including Behaviour Support, CAMHS, Family Support and School Nurse.

- **Pupils with medical needs.**

For all medical needs, we endeavour to follow the Local Authority policy, the DfE guidelines included within "Supporting pupils at school with medical conditions" (DfE 2014) and our own school policy.

- If a child has a medical need then a detailed Health Care Plan is compiled in consultation with the school nurse, parents/carers and if appropriate, the children themselves. These are discussed with all staff involved and are reviewed annually or earlier if necessary. Teachers have copies of Care Plans and these should be referred to when necessary.
- Where necessary, and in agreement with parents/carers, prescribed medicines may be administered in school where a signed parental agreement form has been completed and agreed in consultation with the head teacher.
- Regular training in the administration of certain medicine is given to all staff as necessary.

What training has been available for staff supporting children with SEND?

In our school, staff have received a range of training opportunities to reflect the needs of the children in school at a specific time. Some staff members have received training and support in the following areas in the last two years:

Fischer Family Trust	YESS updates
Turnabout	SENCO updates
Awareness and medicine administration - A child with diabetes	Dyslexia Centre Training
Precision teaching training	
Pindora's Box - PDSS	

This list is subject to change and will be updated regularly.

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. This is completed in consultation with parents/carers, school and outside agencies.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required then a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is the school environment?

Our Accessibility Plan is regularly reviewed and is available on request via the school office or website. Measures are in place to enable access for all children and parents, which include:

- ramps to most of the school entrances.

- a disabled toilet
- clear signs around school and a regularly updated fire evacuation system in place.
- the school classrooms are on one level.

We are also:

- Working towards dyslexia friendly status.
- a school committed to being inclusive and have experience of working with children who have a variety of Special Needs.

As a school, we are happy to discuss individual access requirements.

How will my child be prepared and supported through transition periods?

Our school understands what a stressful time moving schools can be for everyone involved.

Therefore many strategies are in place to enable the child's transition to be as smooth as possible. These include:

On entry into the Foundation Stage:

- Parents/Carers/Children are invited into school for a preliminary visit to look around the school.
- Parents/Carers are invited to a meeting at the school so that they can meet some of the staff, know what to expect and share any concerns.
- A planned programme of visits during the summer term is devised. These include:
 - play sessions for children who attend First Steps (situated in our school building)
 - 'stay and play' sessions for all children starting school, initially with parents staying then children stay unaccompanied for other sessions.
 - nursery visits from Foundation staff.
 - Assessment data is transferred from all nurseries to our Foundation Stage team.
 - multi agency meetings to support the transition of children with additional needs.

Mid-Year Transition from another setting

- All parents/carers and children are offered a tour of the school and a discussion with the Head teacher.
- Wherever possible, a pre-visit is arranged. However, if this is not an option, all information is collected from the previous school and telephone conversations held between relevant members of staff if necessary.

Transition to middle school:

The Year 4 class teacher and the SENCo work closely with the teachers/SENCOs at the middle schools to ensure that transitions go as smoothly as possible. The current transition arrangements are that:

- All information is transferred to the child's next school including current academic levels, personal information, procedures, Termly plans & care plans.
- A representative from the middle schools comes into Dove to discuss children, groupings, friendships and any other issues and to talk to children about the Middle school, including any worries or anticipations.
- Parents of children with SEN, have the option to meet with the SENCO at the middle

schools to discuss any issues.

- All children have an opportunity to spend time at the Middle Schools and a teacher from our school accompanies them. However, if your child has a specific need (either educational or pastoral) then extra visits are often arranged.
- If your child has a statement or EHC, then a transition review is held in the autumn term prior to the transition to the next school. At this meeting, transition arrangements are discussed, the school is specified and any additional information is discussed.

How are the school's resources allocated and matched to children's needs?

The SEN budget is allocated each financial year and we have the option to apply for additional funding through the Additional Education Needs bids.

- At present, the majority of the delegated SEN budget at our school is spent on supporting your child using trained Teaching Assistants who can deliver a range of interventions tailored to meet your child's individual needs or supported to access the curriculum in their own class.
- Specific resources are available for any child who requires them.
- Individual Pupil Premium payments are used to support pupil's learning.

How is the decision made about how much support my child will receive?

This decision is made for each individual, as all children's needs may be different. We look at:

- the progress your child is making
- the type of need your child is experiencing
- participation and accessibility to learning
- multi agency advice and guidance

We gather evidence, discuss individual cases, monitor current support and discuss with parents to ensure the decision about the level of support is appropriate and agreed.

How will I be involved in discussions about planning for my child's education?

We have an 'open door' policy and all our parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher. (informal chats, parents evenings)
- Meeting the Class teacher /and SENCo to discuss termly plans and individual needs.
- Attendance (and contribution) at Annual/Transition Review meetings.
- Attending Family Learning opportunities with your child.
- Support at home (homework, reading, specific targets related to Termly plan)

How is my child involved in planning for their education?

At Dove we believe that the voice of the pupil plays an essential part in the decisions made as a school community each class are represented on the school council. We also therefore feel that where appropriate it is essential that they have a say when planning for their own education.

All staff endeavour to be caring and nurturing and children will often share views etc especially when being taken out for intervention programmes.
As part of the SEN termly review process we also (where appropriate) collect children's views using a pupil voice questionnaire.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have a comment, query or complaint then please feel free to contact your:

- child's class teacher
 - Head teacher - Mrs Gilchrist
 - SENCo - Mrs Methven
 - Governors (via the school office)
 - Parent Partnership Service - 01785 356921; spps@staffordshire.gov.uk
<http://www.staffordshire.gov.uk/education/welfareservice?SpecialEducationalNeeds/spps/home.aspx>
 - Parent in the Know newsletter
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>
- Appointments with school staff can be made through the office:
Telephone: 01889 590203
Office email: office@dovefirst.staffs.sch.uk

The Local Authority's Local Offer can be found at:
<http://helpyourself.staffordshirecares.info/localoffer>

We hope that you find this useful and please do not hesitate to contact the school if you have any further questions.