



## Special Educational Needs and Disabilities School Information Report 2018

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement.

Dale Community Primary School is a mainstream school that provides education to approximately 555 pupils between the ages of 4-11 in a Victorian building with modern extensions. We are federated with Stonehill Nursery School, who provide nursery education to 2-4 year olds.

We are inclusive schools where diversity is celebrated.

<b>1. What is SEND and SEND Support?</b>	<ul style="list-style-type: none"><li>• SEND stands for Special Educational Needs and/or Disability.</li><li>• The Code of Practice 2015 states that: 'A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age.'</li><li>• Many children will have special educational needs of some kind during their time in education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.</li><li>• Your child will receive <b>Targeted SEN Support</b> or <b>Specialist SEN Support</b><ul style="list-style-type: none"><li>○ <b>Targeted SEN Support</b> is the first stage of the SEN graduated response process and the adaptations and additions that are made are internal to the school.</li><li>○ <b>Specialist SEN Support</b> is required when Targeted SEN Support is not sufficiently meeting your child's needs. The decision to move a child to Specialist SEN support will be made in collaboration with adults working closely with the child and parents/carers. Specialist Support does not mean that the child will be accessing specialist provision. It means that the school SENCO (Special Educational Needs Co-ordinator) has made the decision to involve external agencies and/or request Locality Funding. This will happen in addition to what is available at Targeted Support. The child's class teacher will write a MEP/IEP for your child and review it regularly.</li></ul></li></ul>



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<p><b>2. What kind of Special Educational Needs are provided for at Dale Community Primary School and Stonehill Nursery School?</b></p>	<p>The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>The school recognises that the child may need support in more than one of these areas.</p> <p>The best people to talk to at our school regarding Special Educational Needs and Disabilities:</p> <ul style="list-style-type: none"> <li>• Inclusion Manager &amp; SENCO: Andrew Beattie</li> <li>• SEND Governor: Ansar Mahmood</li> <li>• Class Teachers and Inclusion Officers</li> </ul>
<p><b>3. Information about the school's Policies for identification and assessment of pupils with SEND</b></p>	<p>Referring to the SEND Code of Practice 2015 a child has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'</p> <p>Pupils are identified as having SEND, and their needs assessed, through:</p> <ul style="list-style-type: none"> <li>• information passed on from Nursery/ Infant/Primary/previous schools</li> <li>• KS2 results, baseline testing and progress data</li> <li>• Feedback from teaching staff and observations</li> <li>• interventions not showing impact</li> <li>• pupil premium interventions not showing impact</li> <li>• referrals from parents</li> <li>• pupil referrals</li> </ul> <p>From these school is able to identify children making less than expected progress given their age and individual circumstances. Other factors considered, include attendance, punctuality and health.</p> <p>Consideration is also given to pupils in particular circumstances, for example those who are Looked After by the Local Authority and/or eligible for the Pupil Premium.</p> <p>When deciding whether to make SEND provision, a meeting will be arranged between the SENCO (Special Educational Needs Coordinator), Class Teachers and Inclusion Officers.</p> <p>Parents/carers will be notified and the following will be discussed:</p> <ul style="list-style-type: none"> <li>• the child's areas of strengths and needs</li> <li>• any parent/carer concerns</li> <li>• any additional support your child may receive</li> <li>• any referrals to outside professionals to support your child's learning</li> </ul>



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<b>4. Evaluating the effectiveness of the provision made for pupils with SEND.</b>	<ul style="list-style-type: none"> <li>• Impact tracking and pupil progress meetings are completed every half term and adaptations to provision is made in light of any findings.</li> <li>• Progress and evaluation is reported to the Governor with responsibility for SEND.</li> <li>• Annual report to the Governing Body and SEND Information Report are posted on Dale Community Primary School Website.</li> </ul>
<b>5. Arrangements for assessing &amp; reviewing pupils' progress towards outcomes, including opportunities available to work with parents &amp; pupils as part of this assessment and review</b>	<p>Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place.</p> <p>At least every term, pupils with SEND go through a four-part cycle (assess, plan, do, review). These arrangements include:</p> <ul style="list-style-type: none"> <li>• a Graduated Approach (Assess-Plan-Do-Review)</li> <li>• an assessment of the child's needs</li> <li>• a Multi-Element Plan (MEP)</li> <li>• data tracking for pupil progress</li> <li>• support plan and Education, Health and Care Plan (EHCP) reviews</li> <li>• observations and follow up</li> <li>• involvement of an outside agency</li> <li>• a parent review meeting</li> <li>• a review of the interventions and support in place</li> <li>•</li> </ul> <p>Outside agencies – you may be asked to give permission for your child to be referred to a specialist provision, e.g. Educational Psychologist, Speech and Language Therapists or the Community Paediatrician. This will help the school and you to understand your child's needs better and support them more effectively.</p>
<b>6. The school's approach to teaching pupils with SEND</b>	<p>Teachers have the highest possible expectations for your child and all children in their class.</p> <p>Provision for pupils with SEND includes:</p> <ul style="list-style-type: none"> <li>• quality first teaching, with appropriate differentiation in place</li> <li>• extra adult support in classrooms where appropriate</li> <li>• reduced class sizes where appropriate</li> <li>• personalised provision through time limited programmes</li> <li>• personalised provision through adapted resources and interventions</li> </ul>
	<p>The curriculum /learning environment may be adapted by:</p>



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<p><b>7. How adaptations are made to the curriculum and the learning environment for pupils with SEND</b></p>	<ul style="list-style-type: none"> <li>• groupings that target specific levels of progress</li> <li>• adapted planning</li> <li>• differentiated resources and teaching styles</li> <li>• appropriate choices of texts and topics to suit the learner</li> <li>• access arrangements for tests and/or examinations</li> <li>• additional adult support.</li> <li>• delivery of an individual curriculum</li> <li>• a revised daily timetable to suit needs</li> </ul>
<p><b>8. The additional support for learning that is available to pupils with SEND</b></p>	<p>The following support strategies are used throughout Dale Community Primary School:</p> <ul style="list-style-type: none"> <li>• Differentiated resources and teaching styles</li> <li>• Groupings of pupils</li> <li>• Specific Intervention groups</li> <li>• Access to the Community Room</li> <li>• Additional resources concrete and visual</li> <li>• Additional adult support</li> <li>• Key worker support</li> <li>• Sensory support</li> <li>• Use of enlarged resources/seating arrangement in the classroom</li> <li>• Use of ICT</li> <li>• Transition support within the school day and between school years</li> <li>• Visual timetable</li> <li>• Scribes</li> <li>• Strategies which may be suggested by the SENCO or other professionals working with your child.</li> </ul>
<p><b>9. How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND</b></p>	<p>Our school is accessible to pupils with SEND.</p> <p>The ground floor of our building is accessible to all pupils. Our specialist equipment includes 2 disabled toilets (one with a hoist) and 2 Evac-chairs. We adapt teaching resources and equipment as necessary so that they are equally accessible to all children.</p> <p>Breakfast Club and Extra-curricular provision is accessible to all children including those with SEND.</p> <p>All children have an equal opportunity to go on school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.</p>



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	<p>Some identified children will need an Individual risk assessment. This will be written in consultation between Class Teachers, Inclusion Managers, Inclusion Officers, Leadership Team, Specialists and Parents. Equipment and facilities to support pupils with SEND will be secured through:</p> <ul style="list-style-type: none"> <li>• Health services</li> <li>• Charities</li> <li>• Support services</li> <li>• Volunteers</li> </ul> <p>For any more information on access plans please find our full Accessibility Plan on our website.</p>
<p><b>10. Support that is available for improving the social, emotional and mental health of pupils with SEND</b></p>	<p>The wellbeing of the children in our school is supported by the class teachers, teaching assistants, the sports team, the Inclusion Officers, the office staff and the leadership team.</p> <p>The Leadership and Inclusion teams meet regularly to monitor wellbeing through analysis of our care records. Vulnerable children and those identified as needing additional support for SEMH (social, emotional and mental health) needs are assigned a key worker from the Inclusion Team to enable them to access additional pastoral support.</p> <p>Pupils are well supported by some of the following:</p> <ul style="list-style-type: none"> <li>• Safeguarding and child protection training</li> <li>• An anti-bullying policy</li> <li>• An Inclusion Team to support SEMH needs such as self-esteem building and attachment</li> <li>• Targeted support for individual pupils</li> <li>• Health service</li> <li>• Specialist education services</li> <li>• Social care</li> </ul>
<p><b>11. Name and contact details of key staff in school.</b></p>	<p>Inclusion Manager:</p> <ul style="list-style-type: none"> <li>• Andrew Beattie</li> </ul> <p>SEND Governor:</p> <ul style="list-style-type: none"> <li>• Ansar Mahmood</li> </ul> <p>Head Teacher:</p> <ul style="list-style-type: none"> <li>• Louise Foster</li> </ul>
<p><b>12. Information about the expertise and</b></p>	<p>Our Inclusion Manager is working towards the National SENCO Award and is an Autism Champion. A teacher and teaching assistant are also Autism Champions.</p>



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<p><b>training of staff in relation to children with SEND.</b></p>	<p>The Inclusion Manager is responsible for:</p> <ul style="list-style-type: none"> <li>• Developing and reviewing the school's SEND Information report/policy.</li> <li>• Co-ordinating all the support for students with special educational needs or disabilities.</li> <li>• Updating the school's SEND register (a system ensuring that all the SEND needs are known in school) and making sure those records of your child's progress and needs are kept up to date and are confidential.</li> <li>• Providing specialist support for teachers and support staff in the school. So that they can help students with SEND in the school to achieve the best possible progress.</li> </ul> <p>They are also responsible for ensuring that you are:</p> <ul style="list-style-type: none"> <li>• Involved in supporting your child's learning</li> <li>• Kept informed about the support your child is receiving</li> <li>• Involved in reviewing how your child is doing</li> <li>• Liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.</li> </ul> <p>There is an ongoing professional development programme throughout the school year which addresses areas of SEND within the school.</p> <ul style="list-style-type: none"> <li>• Differentiation, including for pupils with specific learning difficulties</li> <li>• Access arrangements for National Curriculum Tests</li> <li>• Information regarding specific conditions</li> <li>• Working with the Code of Practice 2015</li> <li>• Using specialist medical equipment and administering medicines</li> <li>• Attachment difficulties</li> <li>• Autism Champion</li> <li>• Induction training for any new staff at Dale Community Primary School and Stonehill Nursery School</li> <li>• Supporting children with SEMH needs</li> <li>• Identification of SEND pupils with EAL (English as an Additional Language)</li> </ul> <p>When needed, specialist expertise training will be received from external services.</p>
<p><b>13. Arrangements for consulting parents of children with</b></p>	<p>The school recognises the importance of communication with parents. There are many ways that school will contact parents to discuss issues, assess progress, plan transitions and to discuss support at home. School and Parent communication is available through the following:</p>



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<p><b>SEND about the education of their child and support for parents with a child with SEND</b></p>	<ul style="list-style-type: none"> <li>• Telephone</li> <li>• Email/online</li> <li>• Teacher/Teaching Assistant/Head teacher meetings</li> <li>• Parents' evenings</li> <li>• Review meetings</li> <li>• Parent view questionnaires</li> <li>• Family Liaison officers</li> <li>• MEP Targets</li> <li>• School website and useful links</li> </ul> <p>If you have any concerns about your child's progress or that your child has an unmet special educational need, you should at first speak to your child's class teacher. If your concerns are not dealt with in this instance, contact the school's Inclusion Manager.</p>
<p><b>14. Arrangements for consulting young people with SEND and involving them in their education.</b></p>	<p>We value and celebrate each child and encourage them to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council.</p> <p>Children with MEPs will receive child friendly versions of their targets. If your child has a statement/EHCP, they will be involved in adding their views to the writing and reviewing of their outcomes as appropriate to the age and communication abilities of the child.</p> <p>We also use the following strategies to communicate with our pupils:</p> <ul style="list-style-type: none"> <li>• Pupil Voice Questionnaires</li> <li>• School Council</li> <li>• Annual Reviews</li> <li>• Personal Interviews</li> </ul>
<p><b>15. Arrangements made by the Governing Body or the Proprietor relating to complaints from parents of pupils with special educational needs</b></p>	<p>All concerns about are the provision for children with special educational needs need to be made using our school complaints policy which can be found on our school website.</p> <p>If you wish to complain, we always suggest you come and speak to us first to try and resolve any issues.</p> <p>If this does not meet your requirements, you can complain in writing to the Chair of Governors at the school. Please see the Complaints Policy for full details.</p>
<p><b>16. Details of support services for the parents of pupils with SEND</b></p>	<p>Within the school, the following people can support you and your child (funded from the school's budget):</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Assistants</li> <li>• Inclusion Officers</li> </ul>





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	<ul style="list-style-type: none"> <li>• Education Psychology Services</li> <li>• Specialist Teachers (STEPS)</li> <li>• Education Welfare Officer</li> </ul> <p>The following services are paid for centrally by the Local Authority/Health Services and can be contacted through the Local Offer or online:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Behaviour Support Service</li> <li>• SENDIASS <a href="http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendias/">http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendias/</a></li> <li>• Support Services for the Hearing, Physically and Visually Impaired</li> <li>• Connexions Careers Services</li> <li>• Community Learning Disabilities Team</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Social Care</li> <li>• School Nurse</li> <li>• Physiotherapy Service</li> </ul> <p>Voluntary Sector:</p> <ul style="list-style-type: none"> <li>• Umbrella <a href="http://umbrella.uk.net/">http://umbrella.uk.net/</a></li> <li>• Fun8bility <a href="http://stjamescentrederby.co.uk/fun-abili8y">http://stjamescentrederby.co.uk/fun-abili8y</a></li> <li>• Disability Direct <a href="http://disabilitydirect.com/derby/">http://disabilitydirect.com/derby/</a></li> <li>• Derby City Parent and Carer Forum <a href="http://www.derbycityparentcarerforum.org.uk/">http://www.derbycityparentcarerforum.org.uk/</a></li> <li>• Contact a Family <a href="http://www.sendirect.org.uk/providers/contact-a-family/my-services/contact-a-family-derby-east-midlands/">http://www.sendirect.org.uk/providers/contact-a-family/my-services/contact-a-family-derby-east-midlands/</a></li> <li>• Child Brain Injury Trust <a href="https://childbraininjurytrust.org.uk/">https://childbraininjurytrust.org.uk/</a></li> <li>• The National Autistic Society <a href="http://www.autism.org.uk/">http://www.autism.org.uk/</a></li> </ul> <p>For more information on support for you and your child, please visit the Local Offer <a href="http://www.derby.gov.uk/sendlocaloffer">www.derby.gov.uk/sendlocaloffer</a></p>
<b>17. The school's arrangements for supporting pupils with special educational</b>	<p>The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p>





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<b>needs in a transfer between phases of education or in preparation for adulthood and independent living.</b>	<ul style="list-style-type: none"><li>• We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child</li><li>• Forward all records about your child as soon as possible</li></ul> <p>When moving classes in school:</p> <ul style="list-style-type: none"><li>• Information will be passed on to new teachers and all relevant information will be shared.</li><li>• Resources/visual timetables passed to new teachers</li><li>• Children will visit their new class before the actual move takes place</li></ul> <p>Starting school or on transfer from nursery/infant school:</p> <ul style="list-style-type: none"><li>• Child to visit school</li><li>• Parent information sessions delivered with community translation</li><li>• Records shared with previous provision</li><li>• School staff will visit previous provision (where possible)</li><li>• Transition meeting with the Inclusion Manager</li></ul> <p>Transition from Key Stage 2 to Key Stage 3:</p> <ul style="list-style-type: none"><li>• Head of Year 7 will visit our school and meet pupils and class teachers</li><li>• Transition meetings for SENCOs</li><li>• Record and information sharing</li><li>• Enhanced transition may include additional visits and Summer School</li><li>• Transition intervention group with the Inclusion Manager</li></ul>
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**Glossary of Acronyms**

<b>ADHD</b>	Attention deficit hyperactivity disorder
<b>ASD</b>	Autism Spectrum Disorder
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>CYP</b>	Children and Young People
<b>EAL</b>	English as an Additional Language
<b>EHCP</b>	Education, Health and Care Plan
<b>EP</b>	Educational Psychologist
<b>EWO</b>	Education Welfare Officer
<b>EYFS</b>	Early Years Foundation Stage
<b>HI</b>	Hearing Impairment
<b>KS1</b>	Key Stage One
<b>KS2</b>	Key Stage Two
<b>MEP</b>	Multi-Element Plan
<b>PI</b>	Physical Impairment
<b>SALT/SLT</b>	Speech and Language Therapist
<b>SEMH</b>	Social, Emotional and Mental Health
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>SEND</b>	Special Educational Needs
<b>SENDIASS</b>	Special Educational Needs and Disabilities Information Advice and Support Service
<b>SLCN</b>	Speech, Language and Communication Needs
<b>STePS</b>	Specialist Teaching and Psychology Service