



Special Educational Needs and Disabilities
School Information Report 2022-2023

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 550 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.

<p>1. What is SEND and SEND Support?</p>	<ul style="list-style-type: none">• SEND stands for Special Educational Needs and/or Disability.• 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.'• 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.• Your child will receive Targeted SEN Support or Specialist SEN Support<ul style="list-style-type: none">○ Targeted SEN Support is the first stage of the SEN graduated response process and the adaptations and additions that are made are internal to the school.○ Specialist SEN Support 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. 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.
<p>2. What kind of Special Educational Needs are provided for at</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">• Communication and interaction<ul style="list-style-type: none">➤ e.g. those who need support expressing themselves and interacting with others



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<p>Dale Community Primary School and Stonehill Nursery School?</p>	<ul style="list-style-type: none"> • Cognition and learning <ul style="list-style-type: none"> ➤ e.g. those who need extra support with reading, writing, maths, and following lessons • Social, emotional and mental health difficulties <ul style="list-style-type: none"> ➤ e.g. those who need support socialising with others and controlling their emotions • Sensory and/or physical needs <ul style="list-style-type: none"> ➤ e.g. those who need support in managing their senses (noise, touch, light, taste) and/or physical disability, sight or hearing loss <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"> • Class Teachers • SEND Teaching Assistants • Inclusion Manager & SENCO: Adele Doxey • SEND Governor: Ansar Mahmood
<p>3. Information about the school's Policies for identification and assessment of pupils with SEND</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"> • Information passed on from Nursery/ Infant/Primary/previous schools • EYFS and KS1 results, baseline testing and progress data • Feedback from teaching staff and observations • Interventions not showing impact • Pupil premium interventions not showing impact • Referrals from parents • Pupil referrals <p>From these, school is able to identify children making less than expected progress given their age and individual circumstances. As children with SEND have increased vulnerability factors, it is important to take a holistic approach to identification and consider other factors, including: attendance, punctuality, health, and those who are Looked After or Previously 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.</p> <p>Parents/carers will be notified and the following will be discussed:</p>



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	<ul style="list-style-type: none"> • The child's areas of strengths and needs • Any parent/carer concerns • Any additional support your child may receive • Any referrals to outside professionals to support your child's learning
<p>4. Evaluating the effectiveness of the provision made for pupils with SEND.</p>	<ul style="list-style-type: none"> • Assessment tracking and pupil progress meetings are completed every half term and adaptations to provision is made in light of any findings • Cycle of monitoring to evaluate impact of interventions • Progress and evaluation is reported to the Governor with responsibility for SEND • Annual report to the Governing Body and SEND Information Report are posted on Dale Community Primary School Website
<p>5. Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<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"> • A Graduated Approach (Assess-Plan-Do-Review) • An assessment of the child's needs • A Multi-Element Plan (MEP) • Data tracking for pupil progress • Observations and follow up • Involvement of an outside agency • A parent review meeting • A review of the interventions and support in place <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>
<p>6. The school's approach to teaching pupils with SEND</p>	<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"> • Quality first teaching, with appropriate differentiation in place • Extra adult support in classrooms where appropriate • Personalised provision through time limited programmes • Personalised provision through adapted resources and interventions



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<p>7. How adaptations are made to the curriculum and the learning environment for pupils with SEND</p>	<p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> • Groupings that target specific levels of progress • Adapted planning • Differentiated resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and/or examinations • Additional adult support • Delivery of an individual curriculum • A revised daily timetable to suit needs
<p>8. The additional support for learning that is available to pupils with SEND</p>	<p>The following support strategies are used throughout Stonehill Nursery School and Dale Community Primary School:</p> <ul style="list-style-type: none"> • Differentiated resources and teaching styles • Groupings of pupils • Specific Intervention groups • Access to the Community Room • Additional resources concrete and visual • Additional adult support • Key worker support • Sensory support including access to Sensory Room • Use of enlarged resources/seating arrangement in the classroom • Use of IT • Transition support within the school day and between school years • Visual timetable • Strategies which may be suggested by the SENCO or other professionals working with your child
<p>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</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 two disabled toilets (one with a hoist) and two Evac-chairs.</p> <p>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</p>



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	<p>accessible to all. Risk assessments are carried out prior to any off site activity.</p> <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"> • Health services • Charities • Support services • Volunteers <p>For any more information on access plans please find our full Accessibility Plan on our website.</p>
<p>10. Support that is available for improving the social, emotional and mental health of pupils with SEND</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"> • Safeguarding and child protection training • An anti-bullying policy • An Inclusion Team to support SEMH needs such as self-esteem building and attachment • Targeted support for individual pupils • Health service • Specialist education services • Social care
<p>11. Name and contact details of key staff in school.</p>	<p>Inclusion Manager and SENCo:</p> <ul style="list-style-type: none"> • Adele Doxey • senco@dale.derby.sch.uk • 01332 760070 <p>SEND Governor:</p> <ul style="list-style-type: none"> • Ansar Mahmood • am Mahmood@dale.derby.sch.uk • 01332 760070



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	<p>Head Teacher:</p> <ul style="list-style-type: none"> • Louise Foster • head@dale.derby.sch.uk • 01332 760070
<p>12. Information about the expertise and training of staff in relation to children with SEND.</p>	<p>Our Inclusion Manager is working towards achieving the National SENCO Qualification. Staff have attended an array of specialist SEND training including:</p> <ul style="list-style-type: none"> • Emotion coaching • Lego Therapy • Diabetes Training • Enteral Feeding <p>The Inclusion Manager is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school's SEND Information report/policy • Co-ordinating all the support for students with special educational needs or disabilities • 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 • 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 <p>They are also responsible for ensuring that you are:</p> <ul style="list-style-type: none"> • Involved in supporting your child's learning • Kept informed about the support your child is receiving • Involved in reviewing how your child is doing • Liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Speech and Language Therapy, Behaviour Support Service, Social Care and Health Service <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"> • Differentiation, including for pupils with specific learning difficulties • Access arrangements for National Curriculum Tests • Information regarding specific conditions • Working with the Code of Practice 2015 • Using specialist medical equipment and administering medicines • Attachment difficulties • Autism Champion



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	<ul style="list-style-type: none"> • Induction training for any new staff at Dale Community Primary School and Stonehill Nursery School • Supporting children with SEMH needs • Identification of SEND pupils with EAL (English as an Additional Language) <p>When needed, specialist expertise training will be received from external services.</p>
<p>13. Arrangements for consulting parents of children with SEND about the education of their child and support for parents with a child with SEND</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> <ul style="list-style-type: none"> • Telephone • Email • Teacher/Teaching Assistant/Head teacher meetings • Parents' evenings • Review meetings • Parent view questionnaires • Inclusion Officers • MEP Targets • School website and useful links <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>14. Arrangements for consulting young people with SEND and involving them in their education.</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>If your child has an 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"> • Pupil Voice Questionnaires • School Council • Annual Reviews • Personal Interviews
<p>15. Arrangements made by the</p>	<p>All concerns about the provision for children with special educational needs are to be made using our school Complaints Policy which can be found on our school website.</p>



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<p>Governing Body or the Proprietor relating to complaints from parents of pupils with special educational needs</p>	<p>If you wish to complain, we always suggest you come and speak to us first to try and resolve any issues. 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>Concerns about admissions, statutory assessments of Special Educational Needs, or school re- organisation proposals may be raised with Derby City Council, Corporation Street, Derby DE1 2FS, telephone 01332 640000.</p>
<p>16. Details of support services for the parents of pupils with SEND</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"> • Teachers • Teaching Assistants • Inclusion Officers • Education Psychologist • Education Welfare Officer <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"> • Specialist Teachers (STEPS) • Speech and Language Therapy • Occupational Therapy • Behaviour Support Service • SENDIASS https://derbysendiass.org.uk/ • Support Services for the Hearing, Physically and Visually Impaired • Advisory Teachers for Social Communication and Autism • Connexions Careers Services • Community Learning Disabilities Team • Child and Adolescent Mental Health Service (CAMHS) • Social Care • School Nurse • Physiotherapy Service <p>Voluntary Sector:</p> <ul style="list-style-type: none"> • Umbrella http://umbrella.uk.net/ • Fun8bility http://stjamescentrederby.co.uk/fun-abili8y • Disability Direct http://disabilitydirect.com/derby/ • Derby City Parent and Carer Forum https://www.facebook.com/derbycityparentcarerstogether/ • Contact https://contact.org.uk/ • Child Brain Injury Trust https://childbraininjurytrust.org.uk/ • The National Autistic Society http://www.autism.org.uk/



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	<p>For more information on support for you and your child, please visit the Local Offer www.derby.gov.uk/sendlocaloffer</p>
<p>17. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<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> <ul style="list-style-type: none"> • 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 • Forward all records about your child as soon as possible <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to new teachers and all relevant information will be shared • Resources/visual timetables passed to new teachers • Children will visit their new class before the actual move takes place <p>Starting school or on transfer from nursery/infant school:</p> <ul style="list-style-type: none"> • Child to visit school • Parent information sessions delivered with community translation • Records shared with previous provision • School staff will visit previous provision (where possible) • Transition meeting with the Inclusion Manager <p>Transition from Key Stage 2 to Key Stage 3:</p> <ul style="list-style-type: none"> • Representative from Secondary School will visit our school and meet pupils and class teachers • Transition meetings for Year Six staff • Record and information sharing • Enhanced transition may include additional visits and Summer School • Transition intervention group



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Glossary of Acronyms

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