



Dunstall Hill Primary School

Special Educational Needs Information Report

At Dunstall Hill Primary School, we believe that meeting every pupil's needs is a shared responsibility, therefore are committed to promoting a positive learning environment that challenges, supports and celebrates every pupil's achievements through an inclusive curriculum to ensure the best possible progress for all of our pupils.

We have a positive and enthusiastic approach to ensuring that we meet the needs of all children including those with Special Educational Needs and/or disabilities (SEND). We believe educational provision is underpinned by high quality teaching and is compromised by anything less.



This document is to inform you of the types of support and provision available for your child at Dunstall Hill Primary School.

It will assist you in knowing who can help if your child needs additional support, and how this support can be accessed.

Special educational needs definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice

The SEND 'Code of Practice' (2014) states that there are four broad areas of need within Special Educational Needs. SEN covers a broad spectrum of difficulty or disability. These areas and their meaning are as follows:

- **Communication and Language**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

The table below details some difficulties that children may display, it is important to recognise that children may display difficulties or delays in one or more of the areas.

Area of Special Educational Need or Disability	Relating to difficulties with:
Communication And Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>

<p>Cognition And Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p>Social, Emotional and Mental Health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
<p>Sensory and/or physical needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

The following pages detail further information in response to questions you may have about our approach to supporting and identifying SEND

How do we identify Special Educational Needs and Disabilities?

All children starting our school will receive a home visit. This is an opportunity for parents and/or carers to share information regarding their child's needs and education. Children who join us from other schools are supported using information obtained from their previous school. We then use this to ensure that the curriculum is appropriately differentiated to meet their individual needs.

When starting our school, all children are assessed. We use this information so that we can build upon their prior learning and knowledge and it helps us to provide starting points for the development of an appropriate curriculum for all our children.

If the outcome of either of these means of assessment highlight that a child may have areas of need relating to a Special Educational Need/Disability parents are contacted at the earliest opportunity. This provides further opportunities to discuss concerns and to enlist their active support and participation.

The progress of all children is monitored regularly by our teachers and the inclusion team. If the teachers think your child is not making the same progress as other pupils, or is falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. Our SENCo will support you and your child's class teacher. We will observe them, assess their understanding, and work with them to find out what is causing difficulty. Support will be put into place to support your child's learning.

The Inclusion Team will then discuss the given concerns and offer advice and/or signpost the concerns to the most appropriate person within school. The child's progress is then monitored against the recommendations and advice provided through provisional targets, with the additional needs of the child being reviewed regularly. The outcomes of this initial target monitoring will be shared and discussed with parents. If it is felt that additional support is required for their child, they will be placed on the Special Educational Needs (SEN) register and appropriate additional provision will be provided.

An individual education plan (IEP) will be used to set targets. If your child is identified with a special need they will be placed on our school's SEN register at SEN Support level of provision. Your child will be set targets by their class teacher each term so that their progress can be monitored closely. These targets will be discussed and reviewed with you at IEP reviews throughout the year.

If parents have limited English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.

The process for recognising and supporting children with SEN.

Step 1: Early interventions – identify children in the classroom who need extra support and support within the classroom through differentiation and focus groups.



Step 2: Raise concerns at pupil progress meetings with inclusion staff. Discuss ways to support through intervention and classroom strategies.



Step 3: Plan interventions to meet the needs of the children – monitor for half a term (Linked to specific needs) E.g. Cool characters/ Cool kids/ Phonics interventions/ Active maths/ Active literacy etc)



Step 4: If concerns remain, involve family support officer AJ and discuss with parents to get an overall view. Early help assessment offered to support families.



Step 5: SEN support – IEP created with the support of the inclusion team. Reviewed as and when needed (at least half termly excluding short terms.)



Step 6: Inclusion team to consider external involvement. (Speech and Language/Occupational Therapy/ SEN/ Educational Psychologist etc)

What Should I do if I think my child has Special Educational Needs?

Talk to us – We are here to help in any way we can! If you tell us you think your child has a Special Educational Need, your class teacher will discuss this with you. We will observe your child closely and assess what may be causing the difficulty. We will share with you what we find out and what we will do next. Our SENCo will support you and your child's teacher to provide the best provision for your child.

"The inclusion team at Dunstall are exemplary in the CPD training offered to staff ensuring children are given the best provision to meet their individual needs." Mr A.Mahay

Working with other professionals to support your child's Special Educational Needs.

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENCo or your child's class teacher will discuss this with you. In some cases, this might involve the support of one or more of the different professionals with whom we work closely with. Some examples of the services/agencies we work with can be seen below:

- School nurse – to advise on any medical needs and provision and to help when a care plan is needed
- Local Authority Outreach
- Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist
- Strengthening Families Worker
- Educational Psychology Service
- In school family support worker.

What if my child has more complex or severe needs?

The majority of children and young people with SEND will have their needs met within school.

When it is considered that a child or young person may need further special educational provision to be made for them, and if their needs are considered to be more complex or severe, we may discuss the option of requesting the Local Authority complete an assessment to support the application of an Education Health and Care (EHC) Plan.


This assessment may lead to an EHC Plan if your child requires additional support beyond that provided through SEND School Support. An EHC Plan looks at all the aspirations and needs that a child or young person has within education, health and care. Parents and/or Carers are involved throughout this process to decide what outcomes are required, and to identify what is needed to achieve those outcomes. We also strive to ensure the child's voice is represented as part of the process.

The purpose of an EHC plan is to ensure educational provision meets the special educational needs of the child and to secure the best possible outcomes for them to prepare them for adulthood.

How do we involve pupils and their parents/carers?

At Dunstall Hill we value the importance of working in partnership with parents/carers to support each child's well-being and learning needs.

We have an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life as much as possible. In addition, if your child is identified as having special educational needs and has an Individual Education Plan (IEP), you will be invited to meet with the SENCO and your child's class teacher to discuss their targets and how best to support your child to achieve them, this includes how parents can provide support at home with these targets also.



“The support I have received from the school is very proactive. Staff communicate well with me and other professionals and provide me with regular feedback. Once people started listening, everything started happening.”
Parent.

What support do we have for you as a parent of a child with SEND?

Engagement with parents/carers is very important to us and we make use of a variety of strategies to do this:

- Newsletters
- Website
- Parents' evenings
- School productions
- Parent workshops
- Text messaging service
- Coffee mornings
- Family Support worker
- Inclusion team

Your child's class teacher is available to discuss your child's progress or any concerns you may have. We have regular parent-teacher meetings also, where you and the teacher share information about what is working well at home and in school so everyone uses strategies that work for your child. If your child has an individual educational plan, this is also a chance for you and the teacher to look at targets that have been set for your child, the support we gave and how it's made a difference.

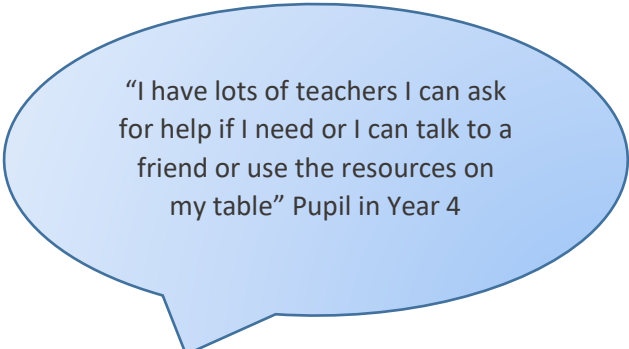
The SENCO and the inclusion team are always available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you, or where this is not possible, provided in a report.

How do we adapt the curriculum so that it meets the needs of our children with SEND?

When we identify a child as having a special educational need their work will be differentiated by the class teacher to enable them to access the curriculum more easily. All staff are familiar with a variety of approaches to teaching and learning, which means that we are able to adapt teaching approaches and provision to meet the needs within each class.

This may involve:

- Small group or individual intervention.
- Emotional or pastoral support/intervention to manage their own emotions and behaviour.
- Adapting the type and length of instructions given.
- Provide alternative resources that will support them to be more independent.
- IEP targets specifically set for each child.
- Implementing advice and recommendations from outside agencies.
- Extra support from an adult, when appropriate.



"I have lots of teachers I can ask for help if I need or I can talk to a friend or use the resources on my table" Pupil in Year 4

Are there SEN resources available?

The school has interactive whiteboards in every classroom and there is access to laptops and iPads for all children.

Our classrooms are communication friendly and our teachers use visuals consistently.

We have a sensory room and various sensory resources that we use to support children to better regulate themselves, or for children who benefit from additional sensory experiences as part of their learning. We work alongside external professionals, including Occupational Therapists and Outreach, to ensure that appropriate sensory considerations form part of a child's education.

Most children with SEND are supported through the regular opportunities provided to all children – high quality teaching, excellent play opportunities.

All children are encouraged to participate in the wider school life through taking part in school clubs and activities as well as school trips and residential. Risk assessments are carried out and procedures are put into place to enable all children to participate.

How your child's progress is assessed and reviewed?

Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments.

In collaboration, the school leadership team and SENCO monitor the progress of all groups of pupils termly, discussing what adaptations/intervention is needed to support each child to make better than expected progress from their individual starting points.

Our senior leadership team check the progress of pupils every term and discuss what they are going to do to make sure that each child is making good progress.

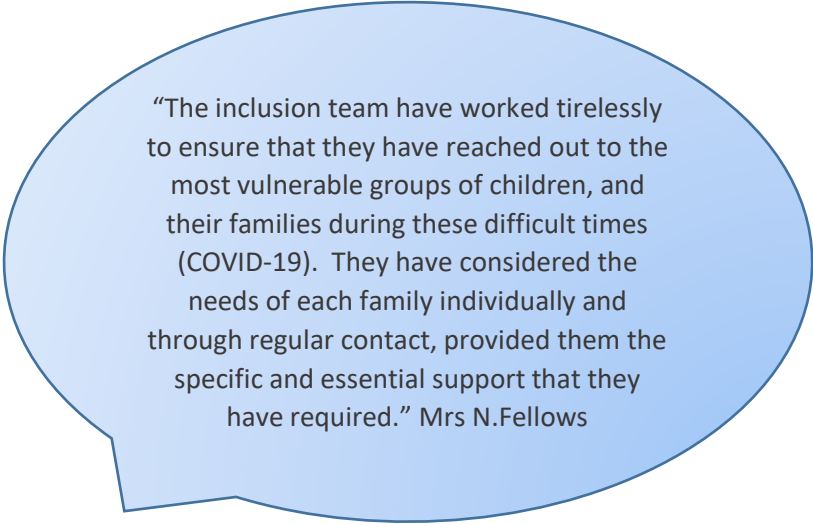
How do we ensure your child's overall well-being is supported?

They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social Emotional Aspects of Learning are integral to our curriculum and are also taught regularly. Additional support from specialist staff (Mrs A. Jagirdar – family support worker) is arranged as needed for individual children, both in and out of the classroom; a tailored personal plan may be put in place for children. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Children with medical needs:

If your child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child. Where necessary and in agreement with

parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member. Most staff have basic first aid training.



“The inclusion team have worked tirelessly to ensure that they have reached out to the most vulnerable groups of children, and their families during these difficult times (COVID-19). They have considered the needs of each family individually and through regular contact, provided them the specific and essential support that they have required.” Mrs N.Fellows

How will the school support your child at key transition points between key stages or new schools?

We receive records or meet with pre-school providers and discuss any particular needs. Where appropriate we will hold a joint meeting with parents to plan provision and offer additional transition sessions. On transfer to secondary school we liaise with the secondary school SENCo and class teachers, developing personalised transition programmes as appropriate. For children with complex needs, a formal transition programme is planned during their Year 5 & 6 annual reviews.

In early years we spend time in the Summer working with new parents/carers whose children will be taking a Nursery or Reception place depending on the situation, this can include visiting the family at home or seeing the child in an Early Years setting to make sure we are prepared to meet their needs on entry.

We encourage all new children to visit the school prior to starting where they are shown around the school and meet some key members of school staff. For children with SEND, we encourage further visits to assist with getting used to the new surroundings.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For pupils with SEND, further information and support can be obtained from the SENCo. Miss MacDonald is the Special Educational Needs Co-ordinator (SENCo) at Dunstall Hill Primary School.

She is contactable on: 01902 556 417

**Dunstall Hill Primary School pay due regard to all relevant
Legislation and guidance including; the SEND Code of Practice (2014), the
Equality Act (2010) and the Children and Families Act (2014)**