



## Dunston St Peter's Church of England Primary School

### SEN Information Report

#### Aims

At Dunston St Peter's Church of England Primary School, we are fully committed to the principle of 'the progressive removal of barriers to learning and participation in mainstream education,' endorsing the principles set out in the Special Educational Needs and Disability Code of Practice: 0-25 Years. Within our small rural school we aim to meet the needs of each and every child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy learning. We recognise each child's unique combination of abilities and are committed to being fully aware of the diverse needs of children and the importance of differentiation to match their individual capabilities.

*The Code of Practice for SEND states:*

*4.1 Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.*

*4.2 The Local Offer has two key purposes:*

- To provide clear, comprehensive and accessible information about the available provision and how to access it; and*
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled children and those with SEN and service providers in its development and review.*

Our Local Authority in Lincolnshire produces a Local Offer. This provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. This allows parents, carers and young people themselves to access information which will enable greater understanding of the facilities available to them and therefore increased involvement in ensuring the correct support is implemented. The Report provides information about special educational provision; health provision; social care provision; other educational provision; training provision; travel arrangements for children and young people to schools, colleges and early years education; and preparing for adulthood, including housing, employment and leisure opportunities.

This can be accessed by clicking on the following link: [www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)

The questions below have been devised to be answered by schools as a way of supporting the co-production of SEND information at Dunston St Peter's to contribute to the Local Offer produced by Lincolnshire County Council.

## **Our Information Report**

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

If you have applied for admission into our Reception class or a mid-year admission into another year group, it is important you discuss with the school your child's special or additional needs. This will enable school and home to work in partnership to ensure needs are identified and provision agreed.

If you are a parent of a child who is already within our school, your child's class teacher should be the initial point of contact if you have any concerns about your child's academic progress or emotional and social well-being. You are able to make an appointment to see your child's class teacher by contacting the school office.

If the concern raised relates to a learning difficulty or disability, then the class teacher will consult with the SENDCO who may attend the meeting or offer advice. This will enable us to plan the next steps to best support your child. We appreciate the relationships we have with parents and carers and we welcome and value time to discuss your children with you, an appointment allows us to ensure we are able to give you sufficient time.

### **How will the school respond to my concern?**

At Dunston St Peter's Church of England Primary School we highly value our partnerships with parents and carers and we seek to work closely with families to ensure all children reach their potential. After an initial concern has been raised, we will respond to the parents (within a reasonable timescale) by setting up a dialogue either by telephone or email to arrange a meeting. The initial meeting is an opportunity to share information between home and school. All concerns will be taken seriously and any actions will be agreed and a follow up meeting arranged. This meeting will offer parents and carers the opportunity to talk about their child with the class teacher and our SENDCo (Mrs Webb). At this point SEN specialists or other members of the staff may be contacted to offer their support and/or advice with the parent's consent. If appropriate Mrs Hume or Mr Boyall may also attend the meeting.

The initial meeting will provide an opportunity for the school to listen to the parent's concerns and plan realistic initial actions which will be agreed in order to support the child in question. This process will take place over an agreed timescale. We have a commitment to 'Person Centred Planning,' and will do all we can to also capture the views of the child along with those of his or her family. The child will then be monitored over an agreed period of time and a follow up meeting will be arranged to discuss the findings and agree next steps.

Information stored as a result of the meetings will be stored within the SEN files which are stored in a locked cabinet in the school.

### **How will the school decide if my child needs extra support?**

A range of information will be used to make a decision about the decision to support a child through the SEND process including:

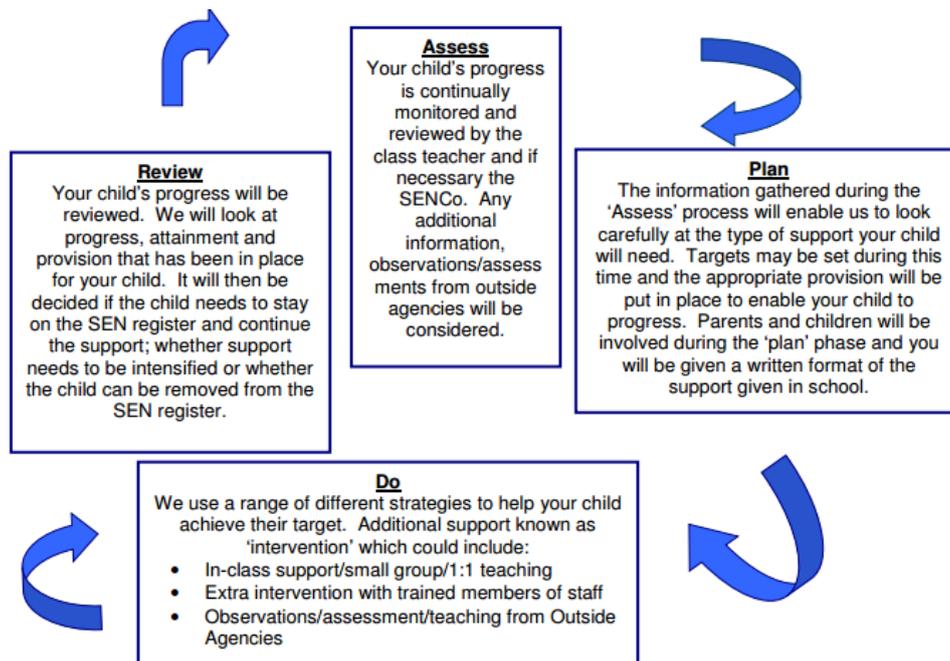
- Liaison with previous settings;
- Ongoing 'class' assessments;
- Pupil performance data shared at Pupil Progress meetings;
- Observations over a period of time;
- Discussions with parents/carers;
- Discussions with pupils;

- Advice/feedback from the SENDCo;
- Advice sought from outside agencies;
- Information received from Health Professionals.

Children entering the school with identified needs will continue to have these met under transitional arrangements until their next formal review. Once a decision has been made for children already within the school, the parents and the child will be invited to a meeting and, if appropriate, the child will be placed on the SEN register under the category of ‘SEN Support’. If the decision is not made to place the child on the SEN register the child may still benefit from support and monitoring over a period of time. This will be undertaken by the class teacher and will be overseen by the SENDCo and will be reviewed regularly.

**What will the school do to support my child?**

Initially, implement the agreed plan of action, making full use of support available within the school in addition to the high quality input in every class and, where necessary, using the online ‘local offer’ to determine advice and support from external agencies. If the needs of your child require support over and above our high quality classroom provision (known as SEN&D support), the Class teacher working closely with the SENDCo and families, will set up a SEN Support Plan using SPTO (School Pupil Tracker Online). The SEN Support Plan will highlight strengths and areas of difficulty for the child and set realistic short term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets. The SEN Support Plan will include agreed strategies and interventions that will be in place to support the child. This will be reviewed through a cycle of ‘Assess, Plan, Do, Review’.



The class teacher will ensure that any relevant resources or strategies are sent home so parents can also support their child. The interventions which take place in school will be outlined on the school's provision mapping document which is linked into SPTO. The provision mapping will set out clearly what will be in place and how often it will be done- daily, 2-3 times a week, weekly etc. It will also show who is leading the intervention programme. The monitoring of the effectiveness of the support will be overseen by the class teacher as well as the SENDCo and the intervention programme will be reviewed regularly.

We also create a 'pupil passport' for each pupil being supported through the SEN process. This is a single page document detailing key information about each child, strengths, areas of difficulty and the strategies and interventions which are used to support them.

Staff in school constantly review interventions and strategies and these may change at a frequency which best meets the needs of each child. Parents will be invited to an 'SEN Support Review' meeting three times over the course of the year or more frequently if this is appropriate.

**Who will support my child in school?**

Who?	Roles and Responsibilities
Class teacher	The Class teacher has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met. The Class teacher is the first point of contact should you wish to raise a concern about your child. It is the Class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
SENDCo	The SENDCo will monitor the progress of all the children on the SEN&D register and will monitor the effectiveness of interventions for children throughout the school. The SENDCo will lead review meetings and refer children to outside agencies when appropriate.
Teaching Assistants	There is a trained Teaching Assistant in every class in the school. The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children in the class.
Head Teacher	The Head Teacher is the line manager for all the staff in the school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Head Teacher meets regularly with the SENDCo to discuss provision in school for children with SEN&D.
Midday Supervisors	The Midday Supervisors support the personal, social and emotional needs of your child. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Administrator	The Administrator will add your child's special education need to the central record. This is directed by the SENDCo.
Outside Agencies	Dunston St Peter's Church of England Primary School works with a range of Outside Agencies including:- Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Occupational Therapists, Paediatricians and Specialist Nurses. Their role is to support the SENDCo with all aspects of SEND.
SEN&D Governor	The Governing Body at Dunston St Peter's Church of England Primary School has a named Governor whose responsibility is to oversee the provision for SEN&D. She will feed information back to the governing body.

Any interventions or support programmes run in school will be led by the class teacher or teaching assistant. If the programme has been suggested by a specialist outside agency then an adult in the school will be trained and given the appropriate support

and resources to run such a programme. Support agencies may come in to work with the child on a 1 to 1 or small group basis over an agreed period of time as specialists e.g. Speech and Language therapists, Specialist SEN teachers etc

For support with reading we may also use volunteers who are known to the school and the children and who come in regularly.

**What training and experience do staff have for the additional support my child needs?**

<b><u>Staff</u></b>	<b><u>Qualifications/Experience/Training</u></b>
Headteacher Graham Boyall	Child Protection Safeguarding
Deputy Headteacher Fiona Hume	Child Protection Safeguarding
SENDCo Michelle Webb	National SENDCo Award  Qualified Teacher Status (QTS)  Our SENDCo is an experienced teacher, working across the whole of the primary age range. She has a good working knowledge of expectations ‘on entry’ to school and end of KS1 and KS2 outcomes. This enables her, working with Class teachers, to make a judgement that a child may have an underlying additional need or is following a pattern of development within the normal range.
Teaching Staff	All teaching staff have a Qualified Teacher Status (QTS) All teaching staff undertake a programme of continued professional development (CPD) which includes SEND training. Several members of teaching staff have undertaken additional training (courses providing information about PDA, dyslexia and training through the Working Together Team) to best support pupils in their care.
Teaching Assistants	Our Teaching Assistants hold a range of qualifications including NVQ Level 2/3. They are experienced Teaching Assistants with a high level of expertise. Teaching assistants working with pupils with specific needs have received relevant training relating to the needs of the pupils they are supporting.
SEN&D Governor	Has interest in SEND and inclusion and monitors closely the works of the school.

Expertise across the team includes:

- Precision Teaching
- FRIENDS Training
- Attachment Disorder
- Autism Awareness
- Colourful semantics

- Beat Dyslexia
- Listening
- Toe by Toe
- Nessy
- Elklan programme
- PIVATS
- Team Teach
- Moving and Handling

### **Who else might be involved in supporting my child?**

At Dunston St Peter's we work closely and liaise with the various support agencies listed below.

#### Cognition and Learning

- Specialist Teaching Applied Psychology Services (STAPs)- Educational Psychologist
- Specialist Teaching Team- Specialist (SEN) Teacher

#### Communication and Interaction

- Speech and Language Therapy Services (SALT)
- Social and Communication Outreach (including Autism)
- Working Together Team

#### Emotional, Behavioural and Social

- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Teaching Applied Psychology Services (STAPs)- Educational Psychologist

#### Physical and Sensory/ Medical

- Sensory Impairment Services
- Occupational Health
- Physiotherapist
- Health professionals

#### Additionally

- The professionals involved as a part of the Team Around the Child (TAC) process
- Early Support Care Co-ordination Service (ESCO)

## **What support will be there for my child's emotional and social well-being?**

As Dunston is a small village school, children have the opportunity to speak to any member of staff of their choice who can offer pastoral support. If a child is experiencing behavioural, emotional and social difficulties then the class teacher may speak to the SENDCo to seek advice if the normal rewards and sanctions are no longer having the desired effect. The SENDCo can then set up a behaviour management policy which will be shared with parents, the child and the class teacher. This will be reviewed regularly. If the behaviours continue then the SENDCo will seek advice and may send off referrals (with parental consent) to the Educational Psychologist, who will then come into school to work alongside both the school and parents, observing the child and suggesting resources and realistic targets for the child to work towards. We have found this process successful in the past to avoid exclusions. Other strategies we have used include a personalised curriculum which focuses on emotional and social learning and also using a part-time timetable to decrease the risk of exclusion.

To prevent bullying, both verbal and physical, we have a no tolerance policy in our school. We have agreed that it is everyone's responsibility to prevent it happening and our policy, available on our website, contains guidelines for all members of the school community. In our schools we believe children have a right to feel welcome, safe and happy. We will not tolerate any unkind actions or remarks, even if they were not intended to hurt.

In reoccurring difficult social situations, we aim to educate our children through specific interventions such as social stories, socially speaking programmes or small SEAL groups which would take place on a weekly basis. These interventions will be overseen by the SENDCo.

## **How will my child be involved in the process and be able to contribute their views?**

At Dunston St Peter's we value the viewpoint of the child and aim to lead a child-centred approach to SEND within our school. Capturing the children's voice is key to achieving progress and we use small group interventions such as social stories, socially speaking programmes and SEAL groups as a means of achieving this. At reviews the child's view is always sought and as the child progresses through the school they are invited to their meetings (if it is deemed appropriate) to give their own views and opinions. With a younger child we can capture their voice in different ways such as informal discussions, drawings, observations, video and photographs.

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

First and foremost, the school will ensure that all children receive quality first teaching which includes a differentiated curriculum which will meet an individual child's educational needs within the normal class environment. Children may be given an allocated seat in the classroom to assist their learning, for example a child with visual needs may be positioned to enable optimal access to learning. Resources may also be utilised to enhance curriculum access.

If a child has not made good progress despite this, we will put in place appropriate intervention. This intervention will be carried out by a member of staff at the school and may take place on a 1 to 1 or small group basis. Intervention programmes will be carried out as often as it is felt they are needed i.e. daily, twice weekly or on a weekly basis. This will depend on the type of need identified and release time that is available to carry out the intervention effectively. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

When undertaking formal assessment, a small number of children may require additional arrangements to enable them to take part in the tests. Access arrangements are adjustments that the school makes and should be based primarily on normal classroom practice for children with particular needs.

Some examples of access arrangements which the school can carry out are listed below. A full list of access arrangements and information about each one is available on the Department for Education website.

- Opening test materials more than one hour early to allow the school to make adaptations to the text or to prepare apparatus
- Allowing a child additional time to complete the test (normally up to 25%)
- Granting a child compensatory marks if they have a profound hearing impairment and does not use lip-reading or signing system
- Allowing a child to use a scribe, for example if he or she is unable to write or finds writing very difficult or uncomfortable
- A member of staff in the school can make a transcript if a child's writing is very difficult for a marker to read

The head teacher in discussion with the SENDCo and class teacher will decide if a child meets the requirements for access arrangements and ensure that that these arrangements are in place and parents will be informed of these arrangements.

### **What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?**

As a school we arrange two parents' evenings a year- one in the Autumn Term and one in the Spring Term- as an opportunity to discuss a child's attainment and achievement with the class teacher. We also send home an annual report in the Summer Term. If your child has a statement of need or an Educational, Health and Care plan then there will be the opportunity to discuss attainment and achievement at their annual review meeting. At Dunston St Peter's we have also set up home-school books when regular communication is needed, so parents can communicate with the school on a daily basis about important issues that may affect their child's learning e.g. sleep patterns, medication changes etc. School (class teacher or teaching assistant) will initial to say that they have read the information in the home-school book and have the opportunity to respond or pass on any important messages home.

For all children who are being supported through SEN provision within the school (SEN Support) or have an Education Health and Care Plan, parents are also invited to meet with the SENDCo three times a year.

If your child is involved in an *Early Support Care Co-ordination* (ESCO) or Team Around the Child (TAC) meeting then their attainment and achievement will be discussed by a representative of the school (normally the SENDCO) at these meeting which take place every 8 weeks.

### **How does the school know how well my child is doing?**

The school tracks every child's progress using the School Pupil Tracker online. Class teachers are able to track the progress of their class and the Head teacher and SENDCo monitor and analyse whole school data using this system at least three times a year. Teachers also have pupil progress meetings with the school's senior management team to discuss the individual progress of previously identified children.

On entry to the Early Years Foundation Stage, teachers baseline assess children in relation to the 'Ages and Stages,' document based on data from Early Years settings observations and basic assessments. Children are then assessed and monitored continually, currently through their Learning Journeys. At the end of the Foundation Stage, they are assessed formally against the Early Learning Goals.

In Key Stage One and Two, children's progress is tracked termly and measured against age-related expectations in relation to national curriculum level descriptors. This process includes Pupil Progress Meetings between the Class teacher, Head Teacher and SENDCo (where appropriate) where children's progress is discussed in relation to directing support appropriately within the classroom.

If a child is making smaller measures of progress and has not yet made national curriculum expectations then P Scales are used. Using performance scales (P scales) is statutory when reporting attainment for children with special educational needs who are not yet ready to access the National Curriculum.

If a child has special educational needs and their early years foundation stage (EYFS) attainment against the EYFS profile has not been demonstrated at the end of this stage, the school may wish to continue with an early years curriculum to support the child's learning and development. In this case, the EYFS profile, rather than P scales, should be used for assessment as it may be suitable in Year 1 for a small number of children.

Within the school PIVATS is also used to assess a small number of children and all staff have received training to use this system. This is a system to inform target setting for pupils of all ages whose performance is outside national expectations. It is used to complement and work alongside statutory assessment at key stages 1, 2, 3 and 4. As well as assessing the core subject areas of English, Mathematics and Science, PIVATs can also be used effectively to assess Personal and Social Development as well as ICT.

Children who have been assessed by outside, specialist agencies such as the Specialist Teaching Team will receive a report which provides age related results which then can be compared to age related expectations to deem whether a child is average or below or above average in specific areas such as phonological awareness. These results are shared with parents and the results form the basis of the recommendations the specialists give to the school as they identify a child's strengths and weaknesses.

Within the classroom, on more of a day-to-day basis, teachers and teaching assistants will carry out assessment of learning in every lesson. This ensures teachers are able to respond to identified needs quickly. Pupils are supported to make assessment of their own learning and respond to feedback from their teachers in an age appropriate way across the whole school.

Children are also given personalised, individual targets from their class teacher for the core subjects which they refer to when working independently. These targets are changed as soon as the class teacher has sufficient evidence and agrees that they have been achieved.

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

When planning for school trips, the needs of every child are considered and no child will be excluded from going on a school trip because of their special educational need. The only exception to this would be if they were considered a flight risk and an agreement would then be made between the school and parents about what would be best for the child. Once a trip has been arranged then a letter goes out to every parent providing details of the trip and requesting permission. If it is deemed appropriate then the school may invite the parents to attend the trip with their child to provide extra support. If a child normally has adult support within the school environment then this support would also be available on a school trip. Children can be prepared for the change of a school trip by exploring the website of the place beforehand and ensuring any questions they may have are answered before the trip takes place. School will ensure this takes place with the support of parents.

All activities which run before and after school e.g. breakfast club are fully inclusive and are run by members of staff who have other roles within the school and they are therefore known by the children and parents. They are happy to liaise with parents and answer questions. They also communicate effectively with teachers and the SENDCo and seek advice and support if needed.

Where necessary, we will ensure that specialist support is available and, if required, reasonable adjustments made to enable all children to access the provisions on offer outside of the classroom.

### **How accessible is the school environment? How accessible is the curriculum?**

At present, disabled access is available through the front entrance of school. No access is currently available out of cloakroom doors directly onto playground as a ramp is needed. There is a built in ramp to provide access in and out of Class 1 (mobile). There is no clearly marked designated space for disabled parking but one parking space is allocated for disabled users which parents and visitors to the school are made aware of. The school has a disabled toilet which is situated next to the school library.

We have iPads and laptops which are used whenever these would provide enhanced access to the curriculum. We also use specialised equipment where a child has an identified need to use this to meet their needs more fully.

Currently we do not have in attendance any children whose parent's first language is not English. If this situation arose, the head teacher and SENDCo would ensure adequate resources and additional support is obtained.

All curricular work is differentiated to each child's ability with additional support given as necessary and specialist equipment can be purchased if recommended to use by a specialist agency i.e. writing slopes. We also have class iPads and school laptops which can be used to aid children with independent writing, improve touch typing skills and use specialist programmes.

### **How will the school prepare and support my child to join the school?**

Transition into school begins with a stay and play session for all parents/carers and children within the classroom. This gives the children an opportunity to come and get used to their new environment with a familiar adult and meet their teachers and new classmates. This is followed by a teddy bears picnic where the current cohort prepares a picnic for the children who will begin school the following year. The children will come for the afternoon with their parents/carers and will share a picnic prepared by the current class and will play games and enjoy time to play together. The parents and carers of the incoming reception children will then be invited to meet with the head teacher, class teacher and teaching assistant for a parents' meeting where we share information regarding the content of the curriculum, information about assessment, practicalities regarding the children's time at school and offer a chance to discuss any questions parents/carers might have.

Following this there are two afternoon visits where the children come to school independently and enjoy songs and stories and become more familiar with the indoor and outdoor learning environments in the school. During this time the class teacher also makes a home visit to spend time with the children and their families in the home setting in order to give the children a chance to become more familiar with the teacher in the security of their own surroundings.

The class teacher also makes visits to the local nursery each week during the Summer Term and if a child requires any further support with transition a plan is created to support transition which is appropriate to the needs of the child.

If your child joins the school in another year group, we plan in consultation with parents/ carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with routines.

### **How will the school prepare and support my child to transfer to a new setting/school/college?**

As child move towards their final year at Dunston extra provision is put in place to prepare and support their transition to secondary school. If the child has a statement of need or Education, Health and Care plan then the parents will name their chosen secondary school at the earliest annual review meeting (towards the end of Year 5 or beginning of Year 6) and we ensure the SENDCo from that school is invited to attend the review meeting to meet the parents and the child. They also have an input in the individual targets we set for that child with a view of preparing them for secondary school. The SENDCo works closely with SENDCo's from secondary schools either by telephone or via email and both schools will arrange for the SENDCo to come into school to meet the child and answer any questions. The SENDCo's will then have the opportunity to meet privately on this occasion to have a more in-depth discussion about the child, their educational needs and what support they will need in order to have a successful transition.

All children who receive SEN support will have the opportunity to have an extended transition (in the Summer Term) and if possible the SENDCo will attend an extra morning and afternoon session with them to their new school where they will have a guided tour and a question and answer session, or the opportunity to participate in lessons. If the SENDCo is unable to attend then another member of the staff who works closely with the child will accompany them. If possible, children will receive extended transition together so that they are able to support each other with the change and participate in follow up sessions

together back at school in the weeks leading up to the end of term. Parents are kept closely informed of all transition arrangements by the SENDCo.

All SEN information is sent on to the next school with the school records in line with school policy and with parental consent.

Within school, a 'change up' morning is arranged by the head teacher towards the end of the Summer Term so that the child gets to spend time with their new peers and teacher. The SENDCo also ensures that teachers arrange to have discussions with a child's next teacher to discuss SEN needs and resources and interventions that are currently in place.

### **How can I be involved in supporting my child?**

Parents are encouraged to support their child's learning and understanding at home by revising, revisiting and building on the learning within school. Parents may also support their children optimally by informing school of any changes or information you feel would help us to best support your child.

As a school we have a home reading agreement in place as well as a homework agreement which parents and children (if appropriate) are expected to sign when their child starts at our school. Spellings and words may also be sent home in Key Stage 1 to learn. In Key Stage 2 weekly homework is sent home which will generally focus on Literacy or Numeracy. Children are also expected to continue reading at home (with increasing independence) throughout Key Stage 2. Parents can support their children with all of these activities.

Children within the SEN process will also have specific targets in place and ideas and strategies which parents are encouraged to undertake at home in order to achieve their targets. These strategies are discussed with parents when the targets are given to them either by the class teacher or SENDCo.

If a child has received outside support from a specialist agency then resources and activities may be given to the school to support the progress of the child. These resources and activity sheets are also sent home so parents can undertake the activities with their child. These activities will be discussed by the SENDCo with parents at an agreed meeting and any reports will also be sent home.

### **How can I access support for myself and my family?**

The Local Authority website below has a link to a Family Services Directory which lists support agencies within the county.  
[www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)

### **Who can I contact for further information?**

Your first point of contact will be your child's class teacher.

If you would like to contact the school SENDCO (Mrs Michelle Webb) directly please make an appointment at the school office or you can contact her on the school telephone number which is 01526 320027.

If you feel your concerns have not been resolved, then your next point of contact would be the executive Head teacher, Mr Graham Boyall, or the Deputy Head teacher, Mrs Fiona Hume, who can be contacted on the same number as above.