



Our Special Educational Needs and Disabilities (SEND) Information Report September 2017

Dartington C of E Primary and Nursery School and Foundation is a mainstream school which is proud of its provision for children with special educational needs (SEN) and disabilities. We aim to be inclusive and to meet the needs of all pupils and to ensure that the necessary tailored provision is made for any pupil who has SEND.

The staff and governors of Dartington Primary School will aim to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

What is the definition of SEND (Special Educational Needs and Disabilities)?

Dartington Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders them 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 2015*)

How we assess whether children have a Special Educational Need

The Graduated Response to SEND:

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need many of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

The role of the SENCO

Dartington Primary School has a non-teaching SENCO who is employed for three days a week to manage the identification and ongoing support for children with special educational needs.

Katie Mackle is our SENCO. Our Link Governor for SEND is Lucy Woollett.

Email: k.mackle@dartingtonprimary.org

Katie works Monday, Wednesday and one other day depending on diary commitments. The Office staff know which days and will take a message; if it's a matter of urgency please speak to the Headteacher.

Does my child have a special educational need?

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Communication and interaction

Children 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.

Children 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.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. 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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children 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. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which all impact on daily life and learning.

Sensory and/or physical needs

Some children 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. 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How are parents of children with SEN consulted?

The teachers constantly review children's attainment, if a child is presenting with needs which require provision which is different from and in addition to their peers, the child will be placed on SEN Support. The School will notify parents if the child is placed on SEN Support, this would happen at the termly parent's evenings. At these meetings, the Class teacher will give parents a signed letter stating the child has been placed on SEN Support and share the My Plan with parents. The My Plan is our school's individual education plan which outlines targets for a child's learning for that term. The targets are SMART: specific;

measurable; achievable; realistic; timed. The children and parents will be able to contribute to the My Plan process.

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

The first point of call is to talk to your child's class teacher as they will have been regularly assessing your child and monitoring their progress. The class teacher may decide to direct you to their Special Educational Needs Coordinator (SENCo) Katie Mackle for an appointment.

At that appointment the school will:

- Gather views and aspirations of your child.
- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss any referrals to outside professionals to support your child.
- Consider starting a My Plan.

We can most successfully support children with SEND when parents and schools work in close partnership together.

How do we hear the children's voice in this process?

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

If a My Plan is written, the children's voice will be recorded on there.

What support can Dartington School offer to children with SEND?

Within learning the class teacher initially differentiates for all children and holds high expectations for children with SEND.

If a child is not making satisfactory progress despite this quality first teaching more specific support related to the individual child's need will be provided, either within the class environment or in small group/1:1. This specific support is known as an intervention, and we tailor these to meet the particular needs of our cohort term by term.

Interventions at Dartington may include:

Reading Recovery
Phonic intervention
Handwriting

Counting to Calculating
Success Arithmetic
Number Sense
Fun Fit
Multi Skills
Gross / fine motor skills programme
Thrive - an individual or group designed programme
Forest School
Life Skills
Specifically tailored programmes drawing on aspects of the above

In addition, classroom and resources may be adapted to meet a child's needs. For example a sound system may be used for a hearing impaired child, or a distraction free workspace set up for a child with attention difficulties. (monitored in the Accessibility Plan)

The child's progress will be carefully monitored and any gaps in their learning will be identified and bridged accordingly using the "assess, plan, do, review" approach.

In some cases the school may seek the advice of specialist services and expertise (outside agencies).

The key principles to good SEN practice are assess, plan, do, review so children's learning and needs are reviewed regularly and their next steps considered to move their learning forwards.

Parent's evenings are held each term which provides an opportunity to talk to your children's teachers and discuss their progress. Any concerns could be raised at these meetings.

The school received an Ofsted Inspection in May 2016 where the outcome was good:

- 'All groups of children make good progress, particularly disadvantaged pupils and pupils who have SEND'.
- 'There is outstanding care and support for pupils, who consequently feel very safe. Several parents told inspectors that this is a great strength of the school'.
- 'Most parents praised the commitment and dedication of the staff in providing a good education for their children.'
- 'School leaders have used pupil premium funding to improve the progress of disadvantaged pupils.'
- 'Dartington Primary is a very inclusive school. It values equal opportunities for all, as shown by its successful commitment for all pupils to succeed

What approaches do we use to teach children with SEND?

Our quality first teaching is differentiated to ensure that the needs of all children are met within the class. Our teachers and school leaders regularly assess and monitor the children's learning to gain essential information on abilities, progress and achievements. Where a child is not making progress and requires provision that is additional or different from that of their peers, support and intervention will be put in place.

Our partnership with parents and carers is vital in ensuring that we identify and fully grasp the specific profile of each individual pupil. Class teachers and Phase Leaders are available to meet with parents and carers as regularly as needed, with formal Parent Meetings in the Autumn and Spring Terms and a written report, with opportunity for formal meeting in the Summer Term.

How are adaptations made to the curriculum?

The staff assess the children's needs and monitor their progress. The support they provide is varied and far reaching. It maybe a child needs some support on transition into school initially, the teachers may build special provision into their routine to manage this. Some children need additional explanation of an activity in clear, small steps in order to get started and progress. Some children may need physical resources to enable them to access their learning.

Accessibility Plan

In line with the Equality Act, 2010, the school has an Accessibility Plan which is reviewed and updated. At Dartington this takes place at least annually. The plan is in place to ensure the following:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils and to ensure equality.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility Plan is available on the policies page of our website. It is resourced, implemented, reviewed and revised as necessary and at least annually.

Our current school site was created in 2014 as a temporary site during the repair / reconstruction of our permanent site and has been designed in order to accessible for children with disabilities so that the school is fully DDA compliant.

The school will:-

Discuss any special requirements a disabled child may need when coming to our school, Work with parents/carers, specialist support workers to make arrangements to accommodate any child with a disability.

What training or specialist expertise do the staff have in SEND?

As well as being Licensed Practitioners in Thrive, school staff have also been trained to provide a variety of specialist support. Where a training need is identified and the expertise not present, the school is committed to ensuring that training gap is promptly addressed.

Phil Whitehurst is our **Pastoral Lead** linking with all classes and members of staff to ensure Thrive is underpinning the learning and needs of all pupils.

Karen Wallis, Forest School Leader, is skilled at creating inclusive learning in the outdoor environment to meet the needs of all pupils and this has been well used for quality inclusion, including shared links with Bidwell Brook pupils.

- The SENCO and other SLT members provide CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- The SENCo is currently undertaking the National SENCo Award which is compulsory within three years of taking up their post. The SENCo also attends professional development opportunities both locally and within Devon.

How do we know if the support for children with SEND is helping their progress?

Staff assess termly all children's progress to ensure they are moving their learning on. The Senior Leadership Team reviews these overviews so they can monitor children's progress throughout the school.

The My Plan process is reviewed termly so staff can reflect on children's progress. Children are also engaged in reviewing their learning so they are clear regarding their next steps.

Where children have a Statement or Education Health and Care Plan relating to their SEND an annual review is held with all adults involved with the child's education and the parent's/carers.

Governors also monitor the progress of children with SEND through the programme of leadership clinics.

What may happen when an outside agency is involved? ·

The outside agencies are called on when the school has identified a need for specialist support. They are identified by the SENCo in conjunction with the class teacher. Parents are likely to be asked to give permission to the school so they can refer their child to the relevant outside agency. This input helps the school to understand the child's particular need in more detail and the best way in which to support him/her effectively within the school. The specialist agency worker will come into school and work with the child to understand their needs and make recommendations on ways to support the child further in their education.

What specialist services and expertise may be available at Dartington?

The outside agencies are called on when the school has identified a need for specialist support. They are identified by the SENCo in conjunction with the class teacher.

Children at our school may be involved with one or more of the following agencies:

Educational Psychology - Lyndsey Blair

School Nursing Service

Speech and Language Therapy Service

Occupational Therapy Services

Hearing impairment support team

Visual impairment support team

Physiotherapy service

Behaviour support

Child and Adolescent Mental Health Services (CAMHS)

Family Support Workers

Integrated children's services

Specialist outreach teachers

Links with Bidwell Brook also enable the school to offer:

- Rebound
- Hydrotherapy
- Links with a range of activities, such as PE
- Pupils from Dartington visit Bidwell for regular sessions, whilst Dartington welcomes pupils from Bidwell for inclusion led by Special Time Leaders (pupils from Year Six)

How is a child with SEND funded for support?

The school receives from Devon County Council in its budget a sum of money to support children with SEND.

The Head Teacher and School Governors decide how to deploy this resource to meet the SEND children's needs.

The Head Teacher and SENCo co-ordinate and discuss all the information they have on SEND within the school, this includes what support is already in place, which children need additional support and which children are not making as much progress as expected. From this the school allocates resources to best meet the needs of individual children.

How we support the social, emotional and mental health needs of the children?

Our school understands the impact that social and emotional wellbeing has on a child's development and their ability to learn. We are a Thrive school with the majority of our staff trained as Licensed Practitioners. We use the Thrive approach as both a foundation to all our work and as a tool to assess and measure a child's development.

In our school we have ten Forest Families, vertical groups across years one to six with brothers and sisters and other relatives linked wherever possible. Each of our families is named after a tree and we draw the analogy of how we are all similar but have special qualities. In addition, we each hold a Christian value and our role is to ensure that our school holds tightly to our values. The Headteacher plans the Forest Family learning for the whole school across the year which based on a blend of social, emotional and spiritual learning. This is something we feel passionate about as a school.

How are Parents and Carers Involved in the School?

The **Governing Body** has posts for Parent Governors in order to ensure there is strong representation from parents and carers in the strategic development of our school.

There is an active **PTFA** with an open approach to contributing skills and time as available. Our new renamed **Parent Forum** meets regularly for dialogue with the Headteacher to share views, learn more about aspects of the school and suggest developments.

Concerns

We are here to support parents as well as children. If you wish to speak to a member of staff please let them know directly or leave a message in the Office.

If you have any concerns around provision for your child, parents and carers are encouraged to talk to the class teacher, Phase Leader or SENCo in the first instance. We aim to work with parents and families together to provide the best education and care possible.

If issues remain unresolved please do arrange to meet with the Headteacher. The Governor responsible for SEND, Lucy Woollett, may also be contacted via the school office. There are also details available on the website regarding how to make a formal complaint.

If we are unable to resolve an issue, we can work with the Devon Parent Partnership which is an independent SEN support body. The local authority also has an appeal system. Devon Information Advice and Support (DIAS) can advise parents on how to proceed if they feel their concerns are not being addressed by the school or the Local Authority.

How do we support transition from or to another school?

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Our school understands the need for good transition practice and this is especially important for a SEND child.

The school will ensure that:-

Our SENCo has had contact with the SENCo from the previous school, to gain a good understanding of the SEND child's requirements/needs.

We will provide taster sessions so she/he can visit the school and stay for a few hours to get use to the new school environment.

We will obtain the child's records from the previous school to help understand their needs.

In Year 6:

Our SENCo and class teacher will discuss the specific needs of the child with the SENCo from the secondary school.

Additional transition visits will be arranged where necessary, with our TA's involved in the process to keep familiarity in the transition period.

Key information is shared with the school to ensure good communication regarding the children's needs.

What is the responsibility of the Local Authority regarding children with SEND?

In respect of the Code of Practice for SEN, the Local Authority has a duty to publish arrangements for SEN support and provision in schools. The Children and Families Bill March 2014 underpins the Code of Practice. Local Authorities and schools are now required to publish and keep under review information about services available for the 0-25's with SEND. This is called the "Local Offer". Devon County Council has taken a multi-agency approach in supporting young people with SEND. This involves education, health and social care working together to provide for a SEND child, and can be found at www.devon.gov.uk/send.

If you would like your child to join the school, please contact the School Office who will arrange a time for you and your child/ren to come and visit. If you wish to speak to the SENCO please let the Office know this when you ring and we aim to coordinate a time for you to visit when I am available. Once your child has taken up their place, the Pastoral Lead offers parents an opportunity to attend a meeting for all new parents.