

# Special Educational Needs and Disability Report

## Definition of Special Educational Needs (SEN) and Special Educational Provision

Children and Families Act 2014 states that

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.”

“Special educational provision is additional or different from that which would normally be provided for children or young people of the same age in mainstream schools.”

“Children and young people with special educational needs may require extra or different provision in relation to thinking and understanding, as a result of physical or sensory difficulties, emotional or behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people.”

1. The kinds of special educational needs for which provision is made at the school.

Dalton St Michael's CE. is a Voluntary Aided Primary School. The range and level of support provided, to each and every child, is tailored to meet individual needs in order to help children achieve their full potential. Progress is assessed by internal and/ or external agencies. Strategies are agreed, implemented and regularly reviewed by children, parents, school and other agencies. These are delivered within the school budget. At the heart of this process are the children and the parents.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

### **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

Dalton St Michael's C.E. has a rigorous system in place to track the achievements and progress of all pupils. Regular Pupil Progress Meetings with class teachers, the Headteacher and the school SENCO take place each term. Any vulnerable pupil is identified and intervention is put in place to support the child swiftly. Our school Provision Map is updated regularly and all teaching staff have updated copies.

We have contacts with outside agencies which can be accessed when appropriate. Good partnerships have been developed with Golden Hill Special School, CAMHS, the Speech Therapy Service and Inclusion and Disability Support Service (IDSS).

If you are at all concerned about your child's needs and would like further advice, guidance or support please speak to your child's class teacher in the first instance.

The **class teacher** is responsible and accountable for providing quality first teaching for all children including:

- Adapting and differentiating the curriculum to respond to the strengths and needs of all pupils. Monitoring and assessing the progress of pupils. Identifying difficulties and putting strategies in place to address them.
- Where appropriate to initiate and maintain a personalised support plan for individual children, prioritising and planning next steps for their learning. Clear and measurable targets to be set and regularly reviewed with children and parents.
- Applying the SEND policy

The **SENCO** is also available when requested. She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skills and confident about meeting a range of needs
- Monitoring progress and the effectiveness of provision
- Ensuring that parents are:
  - involved in supporting their child's learning
  - kept informed about the range and level of support offered to their child
  - included in reviewing how their child is doing
  - consulted about planning successful movement (transition) to a new class or school

The **Headteacher** is also available for support. She is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

(a) How the school evaluates the effectiveness of its provision for such pupils;

At Dalton the provision offered to pupils is regularly and carefully monitored by means of our Monitoring Overview and planned schedule which is linked to the School Improvement Plan. We have two reports sent home each year and two parent's evenings in addition to regular reviews and TAF meetings.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

As part of the Lancashire Local Offer Agreement Dalton St Michael's C.E. Primary School agrees to provide all children with quality first teaching. This ensures that all pupils will access good quality; inclusive teaching that provides reasonable adjustments to accommodate learning differences.

Ongoing assessment and monitoring takes place by class teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. Our teachers consistently differentiate and make reasonable adjustments according to individual needs.

After gathering information about the pupil (strengths and weaknesses) from a variety of sources (pupil, parent, teacher, outside agencies) a Special Educational Need Support Plan will be written, prioritising key areas of learning and/or behaviour and measurable targets agreed and review dates set.

The class teacher manages and is accountable for the SEND Plan and therefore, should discuss any issues with the SENCO as soon as possible. Formal review meetings are held termly. Parents, staff and external agencies where appropriate, are invited and both pupil's and parent's views are sought. The impacts of strategies, along with progress towards targets, are considered. The SEND Plans are updated with next steps agreed and shared.

If your child continues to have significant difficulties, a period of intervention, additional to quality teaching may be appropriate. This may include working in small groups, 1:1 support on individual programmes, and will be led by a skilled professional. We may also seek the advice of our educational Psychologist who is able to make diagnostic assessments.

Schools are expected to cover the first £6000 cost of support and should this be exceeded we would need to make an application for High Needs Top Up funding to the local authority.

If the pupil is still not making progress despite the school having taken relevant and purposeful action over time, then parents and/or school can make an application for an Education Health Care Assessment.

(c) The school's approach to teaching pupils with special educational needs;

**How will the school staff support my child?**

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

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; allocate additional help and support to certain pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all. Peer support is actively encouraged.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

A broad range of specialist programmes and strategies are available to support the four areas of Special Educational Needs:

- communication and interaction difficulties
- cognition and learning difficulties
- social, mental and emotional health problems
- sensory or physical needs

Outside agencies may also recommend and provide a personalised programme for an individual pupil. Outside agencies that we have accessed recently are:

- Inclusion and Disability Support Service (IDSS)
- Pupil Referral Unit – Golden Hill
- Speech and Language Therapy
- Occupational/Physical Therapy
- School Nurse
- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Surestart

We can access any other appropriate services as required

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments will be made to enable them to fully access the curriculum including the sitting of national tests e.g. Key Stage 2 SATs.

(e) Additional support for learning that is available to pupils with special educational needs;

### **How is the decision made about the type and how much support my child will receive?**

At Dalton St Michael's we aim to identify children with special needs as early as possible by monitoring and tracking the progress of all children through the school. Children with SEND or additional needs may be identified at any stage of this process during their time here.

Pupil progress meetings take place each term when the progress of all children is discussed with the classteacher, headteacher and SENCO. When a child has been identified as requiring SEND provision they are included in the school provision map. This identifies each child's individual needs and how these will be targeted and by whom.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

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

All children at Dalton St Michael's C.E. Primary School are included in all activities outside the classroom including school trips. Support for vulnerable children is always taken into account when writing the Risk Assessment and when ensuring the ratio of staff to pupils. In the event that a child's individual needs raise concerns parents would be involved in the planning process.

*Support and/or supervision at unstructured times of the day including personal care:*

Break time and lunch time support

Trained welfare staff supervising at lunchtimes

Parent/staff handover at the beginning and end of the school day

- (g) Support that is available for improving the emotional and social development of pupils with special educational needs.

### **What support will there be for my child's overall well being?**

*Strategies used to support the development of pupils' social skills and enhance self-esteem include:*

Time in the SEND room or Skillery  
Small group programmes e.g. Social Skills games, Social Stories, SEAL activities  
Play leaders  
Daily worship

*Strategies to reduce anxiety, promote emotional wellbeing:*

Transition support – Induction booklets, visits and events  
Regular contact and liaison with parents/carers  
'Time out' opportunities when needed  
Individual work stations  
Home – school diaries

*Strategies to support and/or modify behaviour:*

School reward and sanctions as set out in the School Behaviour Policy  
Pastoral support  
Time out opportunities when needed

4. The name and contact details of the SEN co-ordinator.

**Our SENCO at Dalton St Michael's C.E. Primary School is Ms Sue Henderson.**

5. Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise will be secured.

### **What specialist services and expertise are available at or accessed by the school?**

### **What training have the staff supporting SEND had or what training are they having?**

Members of staff have received training in relation to Special Educational Needs, these have included sessions on:

- How to support children with communication difficulties
- How to support children to learn phonics
- How to support children on the autistic spectrum
- How to support children with social and emotional needs
- How to support children with Mathematics skills
- How to support a child with an allergy

Training is ongoing and is available as required to meet individual needs.

6. Information about how equipment and facilities to support children with special educational needs will be secured.

### **How accessible is the school both indoors and outdoors?**

Dalton St Michael's CE. Primary School is a mainstream primary school adapted for access by pupils with physical disabilities. If a child is known to have a disability prior to admission to school the SENCO will work with the Inclusion Consultant, parents and pre-school provider to ensure a smooth transition.

All preferences expressed for Dalton St. Michael's C.E. Primary School on the Admission Application Form will be considered using the Equal Preference Scheme. All schools in Lancashire have agreed this scheme.

This means your child will be considered for a place at each school named on your application using that school's individual admissions criteria which can be viewed at

The relevant admission forms for completion can be accessed on

<http://www.lancashire.gov.uk/children-education-families/schools.aspx>

Please complete our supplementary information for a Church School admission also.

#### ***Physical access***

There is wheelchair access throughout school. We have specially adapted toilets and ramps to an external school door.

#### ***Medical needs***

Regular training and information is provided by specialist nurses for children with asthma, epilepsy, diabetes and those with emergency medicines e.g. epipens

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

### **How are parents involved in the school? How can I get involved?**

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

Parents are informed when their child requires intervention and are always involved in each stage of the graduated process. Parents are invited to make contributions at TAF meetings which will help to plan and implement provision for their child.

Parents are always involved in providing advice where a request for statutory assessment is necessary and if it is felt that a CAF is appropriate parents are involved in this process.

Further information can be sought from:

**the school SENCO – Miss Sue Henderson  
The Headteacher – Mrs Adele Robinson**

8. The arrangements for consulting children with special educational needs about, and involving them in, their education.

Depending on the age and maturity of the child, the child is invited to contribute to their personalised support plan. They can have input into the TAF meetings if it is felt appropriate. They are also asked their opinion when writing an 'All About Me' and planning day-to-day interventions.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

*Please do not wait until a small concern becomes a big worry, we want to know too!*

- Talk to your child's teacher in the first instance.
- Talk to the SENCO or Headteacher
- The SEND Governor is also available.  
She is responsible for supporting the school in evaluating and developing the impact of provision for pupils with SEND.

We have a Complaints Policy at Dalton St Michael's C.E. Primary School. Should you wish to have access to a copy please speak to the staff in the school office.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

If it is felt that the needs of pupils and/or their families require support from other bodies the Headteacher would identify the need, speak to the parents and contact the relevant body if applicable. If appropriate the Chair of Governors would be involved. The Governing Body is always informed of any contacts with outside agencies through the Headteacher Report.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The local authority contact details are:

**Targeted and Assessment Services  
Provision and Performance  
5th Floor East Cliff JDO  
East Cliff  
Preston  
PR1 3JT**

**Telephone: 01772 531597**

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.

**How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education?**

Children with special educational needs can become particularly anxious when faced with any change or 'moving on'. At Dalton St Michael's C.E. Primary School we take the transition process very seriously and allow time to put into place strategies to address any child's anxiety.

**When moving from external Pre-school to Reception** arrangements are put in place to meet with the child and his/her parents, the pre-school and any outside agencies already working with the family. The child's needs are discussed and extra preparations, visits, etc are planned by the new class teacher and SENCO. Photographs of new staff and classroom areas are collated into a booklet which is taken home and can be referred to during the summer holidays.

**When moving from year group to year group**

Towards the end of the summer term children have planned visits with their peers to meet their new teacher in their new classroom. Additional visits can be arranged. Photographs of new staff and classroom areas are collated into a booklet which is taken home and can be referred to during the summer holidays if applicable. The teacher meets with the new teacher to share information. Teaching Assistants also meet to pass on any pastoral information.

**When moving to High School**

The SENCO from the High School is invited to the transition review meeting to discuss the specific needs of the child with parents and any outside agencies already involved.

During the summer term, small groups of children have additional visits to their new school prior to the planned visit for all Year 6 children.

The Year six class teacher meets with the Head of Year to pass on further relevant information.

All paperwork is handed to the High School during the first week in September.

**When moving to a new school** we will contact the SENCO and share information about provisions that are currently in place for your child.

13. Information on where the local authority's local offer is published.

The Lancashire Local Offer can be accessed on

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>