

Special Educational Needs and Disability (SEND) Report 2016-2017

*In accordance with the Section 65(3) of the Children and Families Act 2014

At Dunchurch Boughton C of E Junior School the head teacher, governors and SENDCo oversee the schools policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school. (See SEND policy for further details).

If a child is not making expected progress at any point, they may receive additional intervention sessions to enable their learning to catch up. Despite high quality classroom teaching and interventions, some children may be unable to make expected progress in their learning for a variety of reasons – one of which is a special educational need.

How do we define SEND in our school?

The definition of a child with SEN is '*...where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*' – The SEN and Disability Code of Practice: 0 to 25 years, 2014.

In line with the new Code of Practice we make provision for children with Cognitive, Communication and interaction, sensory/ physical and social and emotional and mental health needs.

How do we identify SEND?

The rate of progress a child makes is carefully tracked and monitored during their time at DBJS. If their rate of progress is slow despite high quality teaching and additional interventions, the class teacher will refer the child to the school's Special Educational Needs & Disability Coordinator (SENDCo) who will investigate the possibility of an undiagnosed special educational need.

The SENDCo will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENDCo (e.g. Early Intervention Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.).

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register.

What should I do if I think my child has a Special Educational Need?

Concerned parents should speak initially to their child's class teacher. Alternatively they should speak to the school SENDCo Mr A Wardle or Mrs A Kemp.

How are staff trained to support children with SEN?

The role of SENCo at DBJS is provided by Mr A Wardle (Head teacher) together with Mrs A Kemp (Leading Practitioner with the Early Intervention service). Together they oversee the provision for all children on the SEND register and for those children with a suspected undiagnosed SEND.

All staff receive ongoing professional development training on high quality teaching and learning, including that for children with SEND. This training is balanced between general and specific support for children with SEND. An on-going programme of training is provided to relevant staff. Recently staff have had training in the use of Makaton, the use of Numicon, the development of handwriting skills and the use of the "Talking Partners" programme to develop spoken language. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

What specialist services are available at the school?

In addition to the small groups or 1:1 support provided by Teaching Assistants within the school, we also have support from: Educational Psychology, the Early Intervention Service/for learning and behaviour, the Integrated Disability Service (IDS) for Autistic Spectrum Disorders (ASD), Williams Syndrome and Down's syndrome, the specific language team and complex learning team. Liaison also occurs with Speech Therapists, Occupational Therapists, Physiotherapists, CAMHS and the School Nurse.

How do you decide about the type and how much support my child will receive?

All children should receive quality first teaching from their class teacher. Teachers planning may be adjusted following information from parents or through advice from other professionals. Specific group work or 1:1 work may be allocated if your child is not making satisfactory progress despite high quality differentiation. Intervention groups often involve precision teaching of high frequency words, reading comprehension or 1:1 reading using reading scheme or PM books, Sulp groups, Talking Partners interventions, Dancing Bears phonics or Apples and pears spellings, ICT programmes and word Shark or number Shark.

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

Class teachers strive to provide high quality teaching and learning to all pupils. This includes planning lessons that support the learning and progress of all pupils by a variety of methods using a wide range of resources. These methods adapt the learning to suit the needs of all learners (differentiation), and includes those with a Special Educational Need and Disability (SEND).

Specialist teachers reports and other agencies may provide advice and reports which will be used to ensure specific resources and strategies are used.

How does the school support the emotional and social development of children with SEN?

DBJS prioritises the social development and emotional well-being of all its children. As a result, social and emotional development is embedded throughout the school curriculum and approaches to teaching and learning. For those children who need additional support to improve their social and emotional development, our school

provides a range of opportunities, which include intervention groups such as Social Use of Language (SULP), as well as one-to-one provision such as Lego therapy. We also have support from a Behaviour Specialist from EIS to further support children's emotional well-being as necessary.

Some children are provided with additional adult support for unstructured parts of the day to assist with their social interaction. If a family or child need further help we also access support through the Common Assessment Framework (CAF) process.

How does the school support children with SEND on entry to the school and when they leave?

Some children who join our school are already diagnosed with a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCo and the school's staff team to appropriately adapt provision. In addition, DBJS has an established transition programme with our main feeder schools which include regular visits, familiarisation process and year 3 buddies.

When children leave our school at the end of Year 6, the SENDCo and the Year 6 team meet with the receiving school's SENDCo and Head of Year. Information is shared both verbally and in writing by transferring the child's SEN file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, visits are arranged by children to their secondary schools to support transition.

How will my child know if they are doing well?

Children with SEND review their progress against their specific target areas alongside classroom staff every term. They are encouraged to reflect on what is going well, what progress they have made in their specific area of need and how effective they feel the support they receive is.

Each child receives feedback on all their work either verbally or in writing. Children are set curricular targets in writing and maths which are kept in their exercise books. Children are encouraged to self and peer assess their work and others.

How will you let me know about my child's progress?

Parents are offered formal parent consultation meetings in the Autumn and Spring terms with a written report at the end of the summer term. If a child has an Individual Education Plan (IEP) this will be reviewed with parents, class teacher and SENDCo each term. As part of this review, advice will be given on how best to support your child from, if appropriate, a variety of outside agencies. The class teacher will continue to provide advice and support when requested.

If a child has an Education Health Care Plan/ Statement, additionally, an annual review of progress is held each year with all relevant agencies invited to comment. However there is an open door policy to enable parents raise concerns with class teachers, SENDCo or Head teacher.

How will you help me to support my child's learning?

If your child has an IEP or statement, advice will be given as part of the target setting process. Access to a variety of outside agencies will be available in order to provide

additional support to parents, the class teacher will continue to provide advice and support when requested

How accessible are both indoor and outdoor areas?

All school accommodation is on one level with ramp access to two doors. Ramp access is provided to the lower playground and play equipment is suitable for all children. A raised gardening bed is available for wheel chair users. The school has a disabled toilet, shower room/ changing room with adjustable changing bed. Two disabled parking bays provided. The school buildings are carpeted throughout to reduce noise levels.

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

The school is fully compliant with the Disability Discrimination Act (DDA) 1995 requirements. We ensure whenever possible, equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children, including those with SEND. We aim to ensure that extra-curricular activities including trips are accessible to children with SEND.

How does a parent complain about the provision in place for their child with SEND?

Parents who wish to complain are strongly encouraged to initially discuss their concerns with the SENDCo/ Head Teacher. If the issue cannot be resolved at this level, parents will be directed to the school's Complaints Procedure. Further support for parents can be gained via the SENDIAS (Special Educational Needs & Disabilities Information, Advice and Support Service) – 02476 366054.

How does the school evaluate the effectiveness of its SEN provision?

Our school evaluates the effectiveness of its SEN provision based on the progress children with SEN make. This occurs at least half termly through:

- Progress made from additional provision, including targeted interventions and one-to-one support;
- Progress made between Pupil Progress meetings;

Where can I find information about the local authority's Local offer for children with SEN?

Details of the local offer can be found at: www.warwickshire.gov.uk/send