

SEND Information Report & SEND Policy

Dove Bank Primary School



Approved by:

Date:

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is: Lydia Leeson.

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance and support to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is: Luke Gilbert

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for:

Dove Bank Primary School continually provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

It is important that a child's special educational needs are identified as early as possible.

These needs may include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We will always let parents know as soon as we identify that their child has special educational needs. The class teacher will approach the parents and invite them to meet with the SENDCo (special Educational Needs & Disability Co-ordinator) to discuss the concerns that they have and listen to the parents view. Parents will be informed of the provision their child will receive and the SENDCo will ask their permission before approaching outside agencies.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At Dove Bank Primary School, we believe that parents know their children best and that working with parents as partners is vital in helping children with SEND get the most out of their education as parents have unique knowledge and experience.

At Dove Bank, we include parents in:

- 1 Individual reviews
- 2 Parents' evenings and parents' meetings.
- 3 Have an 'open door' ethos towards parents, which welcomes and values their views.
- 4 Share information about their child.

Children at Dove Bank with special educational needs:

- 1 Are involved in target reviews and target setting (if the age and maturity of the child allows).
- 2 We enable pupils to express their feelings about how their needs are being met.
- 3 We record in our reports the views of the child at annual reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the next school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Many strategies are put in place to enable a pupil's transition to be as smooth as possible. We understand that this can be a very daunting time, particularly for a child with Special Education Needs and a lot is put in place to ease the transition.

If your child is joining our school from another school, the class teacher and/or SENCo will contact the previous school to gain as much information as possible about an individual child. Files will also be requested. Children new to the school can also visit the for a transition session where they can spend some time in their new class.

If a child is moving to a new class within Dove Bank, information about each child will be shared between class teachers involved, including current attainment & progress and PLP targets. Children will spend some time in their new class during the summer term before the new academic year starts.

If a child is moving onto the next phase of their education, meetings will take place between the school and the High school. Extra visits can also be available for those children who may struggle with the transition process. Children will have the opportunity to meet with their form tutors during the transition days in the summer term. Any SEND information will be shared between SENDCo's of the two schools.

5.6 Our approach to teaching pupils with SEND

Dove Bank Primary School provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. To support these aims, the following structures, procedures and systems are in place.

We aim to:

- Identify and provide support for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice 2014.
- Provide a broad and balanced curriculum for all pupils according to their need, which is amended to meet the needs of those learners with SEND.
- Make sure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
- Make sure that all our pupils are involved in decisions made about them and their education.
- Make sure that we involve parents in school life and keep them informed about their child's progress, etc.

- Provide support and advice for all staff working with children who may have special educational needs.
- Ensure that a high quality education is available to all learners.

5.7 Adaptations to the curriculum and learning environment

At Dove Bank Primary School we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Having a curriculum that is designed for learners with SEND being ambitious and meeting their aspirations
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support children with special educational needs by:

- 1 Preparing specific learning materials to aid teaching.
- 2 The use of appropriate ICT (Information and Communication Technology) equipment.
- 3 The deployment of teaching assistants (each class has at least one full time assistant).
- 4 Individual and group teaching sessions/support sessions.
- 5 Outside agencies e.g. Speech Therapy, Educational Psychologist, Behavioural Support Team, Autism Outreach, who are invited to make assessments.
- 6 Each child with an Education Health Care Plan (EHCP) at Dove Bank has a timetable drawn up to ensure that all aspects of the targets on their one page profiles are being covered and that the child has whole class, group, individual and independent time.

When we identify that a child has special educational needs we will complete a Personal Learning Plan (PLP). This will describe the child's special educational needs, set some targets to be achieved and describe arrangements made in school to help achieve the targets. Parents are involved in putting together this profile and in reviewing it regularly at least three times a year. For higher levels of needs, the school may draw on the expertise of outside agencies such as the Speech and Language service or the Educational Psychology service. A provision map is in place within school, to show where specialist support or intervention programmes are in place. Children are taught within the whole class, group and individually to support their inclusion and needs within school. Wave 2 and Wave 3 provision is implemented and monitored.

Supporting SEND pupils in the event of a school closure.

Covid-19

The government has published advice for schools and parents in supporting children with SEND during this pandemic:

<https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>

The school will keep in touch with all families and offer support where needed. Resources will be available on the SEND area of the school website to support the emotional well-being of all pupils.

5.9 Expertise and training of staff

Our SENDCO has 15 years experience in this role and has worked as a SENDCo, class teacher and Deputy Head teacher.

They are allocated 1.5 days a week to manage SEND provision.

We have a team of teaching assistants who are trained to deliver SEND provision. Different members of staff in school have received training relating to SEND. These have included:

- Supporting pupils on the Autistic Spectrum
- Supporting pupils with Speech and Language difficulties
- Supporting pupils with Physical difficulties
- Supporting pupils with Social and Emotional needs.

Training needs of staff are identified through the school's self-evaluation process.

Dove Bank Primary School plays an active role in the family of local schools. The SENDCo attends regular meetings attended by SENDCo's from other schools to exchange information and ideas. Training afternoons are also held with guest speakers each term, which are a valuable source of information.

5.10 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an Education Health Care Plan (EHCP) will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

A range of coloured overlays, visual timetables and pencil grips are available for the children to use if required.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Activities and school trips are available to all children in school. Risk assessments are carried out and procedures are put in place to enable all children to participate. A suitable number of adults are made available to accompany the children with 1:1 support if necessary. After-school clubs are available at Dove Bank Primary School, which can be adjusted to meet the needs of all children taking part.

At Dove Bank we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. With permission from parents, staff are trained to administer medicines if necessary.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of other activities to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At times it may be necessary to consult with outside agencies to receive their more specialist expertise. These may include:

- Educational Psychologist
- Autism Outreach team
- Local outreach support
- Local area special school
- Speech & Language Support
- Social Services
- Inclusion service
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- Behavioural Support Team

The Speech & Language team make regular visits to school to support/ work with children and offer advice to staff. An Educational Psychologist is allocated to each school and meets with the SENDCo to discuss individual cases.

5.15 Complaints about SEND provision

We are always happy to talk to parents and listen to any concerns that they may have. If you have any worries or concerns about school or how we are providing for your child please talk

to your child's class teacher, the Head teacher or to the SENDCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. You can get a copy of this sent to you by contacting the school.

Complaints about SEND provision in our school should be made to the SENDCo or the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The School SEND Policy is monitored every year by the Head teacher and nominated Governor and a report made to the full Governing body.

A copy of our Local Offer can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 The local authority local offer

Our local authority's local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Lydia Leeson (SENDCo) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and anti-bullying policy
- Equality information and objectives
- Supporting pupils with medical conditions