Dawpool C.E. (Aided) Primary School

DAWPOOL

SEND Information Report 2022



Vision Statement
'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'

(Galatians 5: 22-23).

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Special Educational Needs and Disabilities Information Report- our 'Local Offer'

A pupil is said to have SEN where their learning difficulty or disability requires 'provision different from or additional to that normally available for pupils of the same age' (Special Educational Needs Code of Practice, DfE 2014). This is a very broad term and includes children with a wide range of additional needs; some that are relatively simple and others that coincide with a disability and are therefore quite complex. At Dawpool C of E Primary School, children with special educational needs and disabilities of all types are taught within the mainstream classroom environment wherever possible. This includes (but is not restricted to):

1. Communication & Interaction
2. Sensory & Physical
3. Cognition & Learning
4. Social, Emotional & Mental Health

This document has been written in the format of 'Frequently Asked Questions' regarding all aspects of Special Educational Needs and Disabilities in order to make it as clear as possible. It has been written in compliance with Section 6 of the Special Educational Needs Code of Practice (2014) and includes all the information specified in Regulation 51 & Schedule 1 of the Special Educational Needs and Disability Regulations 2014 as well as Section 69(2) of the Children and Families Act 2014.

Mrs. Lauren Redmond is the Special Educational Needs and Disabilities Coordinator and is responsible for ensuring that the needs of all children with SEN and disabilities are met.

FAQ

1. *Who are the best people to talk to at Dawpool C of E Primary School about my child's difficulties?*

- In the first instance, talk to your child's **class teacher** about your concerns who can advise you/ provide resources.
- If you continue to have concerns, you can arrange a meeting with the SENDCo Mrs. Redmond. Please book an appointment with the office.

2. *How does the school identify if a child has Special Educational Needs and what should I do if I think my child has Special Educational Needs?*

At Dawpool we appreciate that every child is an individual and so we use a wide range of strategies to help us identify if a child has SEN. These may include:

- Looking at how well your child is doing and how quickly they are making progress from baseline/previous assessment information we have.
- Discussions with previous settings such as feeder pre-schools/previous schools and working closely with other professionals such as health visitors, as well as meeting with parents to ascertain if concerns are shared.
- A variety of different screening tools and programs which may help identify any difficulties or provide a good opportunity to monitor changes in children's presentation.
- Observing your child in the classroom and supporting teaching staff with ways in which they might be able to help your child.
- Following up parental concerns.
- Tracking individual pupil progress over time.

If you think your child may have SEN, please come in as soon as possible and chat with your child's class teacher or if you continue to have concerns, make an appointment to see Mrs. Redmond, the SENDCo. Usually, we check to see if there are any other reasons that may be contributing to the concerns raised (such as poor attendance or family circumstances such a bereavement) before deciding if a child has SEN. The SENDCo will usually monitor a child for a half term to see if any alterations/intervention that have been put in place have improved the situation. If concerns are still held by either staff or parents after that time, then the possibility of the child being identified as having SEN will be discussed. It is important to note that parents have to give permission for their child to be added to the SEND register and are an integral part of the entire process.

3. *How does Dawpool ensure the teaching staff are appropriately trained to support children's special educational needs and/or disability?*

Staff at Dawpool are very well trained to support all children. Training opportunities within and outside school enable all staff to have a thorough understanding of how children learn, including how to best support their needs. For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well-matched to individual children.

Recent training opportunities include: Autism Awareness, ELSA (Emotional Literacy), Dyslexia, supporting reading difficulties, Dyscalculia, Speech and Language strategies, First Aid and Epilepsy Awareness training.

4. *How will the curriculum and the school environment be matched to my child's needs?*

All children have an entitlement to a broad and balanced curriculum and Dawpool pupils benefit from a range of teaching and learning styles; a carefully differentiated curriculum with clear learning objectives; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements which is used to inform the next stage of learning; access to ICT; and a broad range of extra-curricular activities (including residential Year 6).

We believe it is important for children to develop relationships with a number of adults at Dawpool and ensure all staff understand a child's SEN. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way.

Children make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence through Guy Claxton's learning powers approach. The children are offered opportunities to use these skills across the whole school setting.

In order to ensure that as many children as possible 'keep up' and can access their year group curriculum, it may be necessary to teach children in small groups throughout the day to help close any gaps in learning (called an intervention) or to give children the opportunity to revise topics before they move on in class (called a pre-learning session).

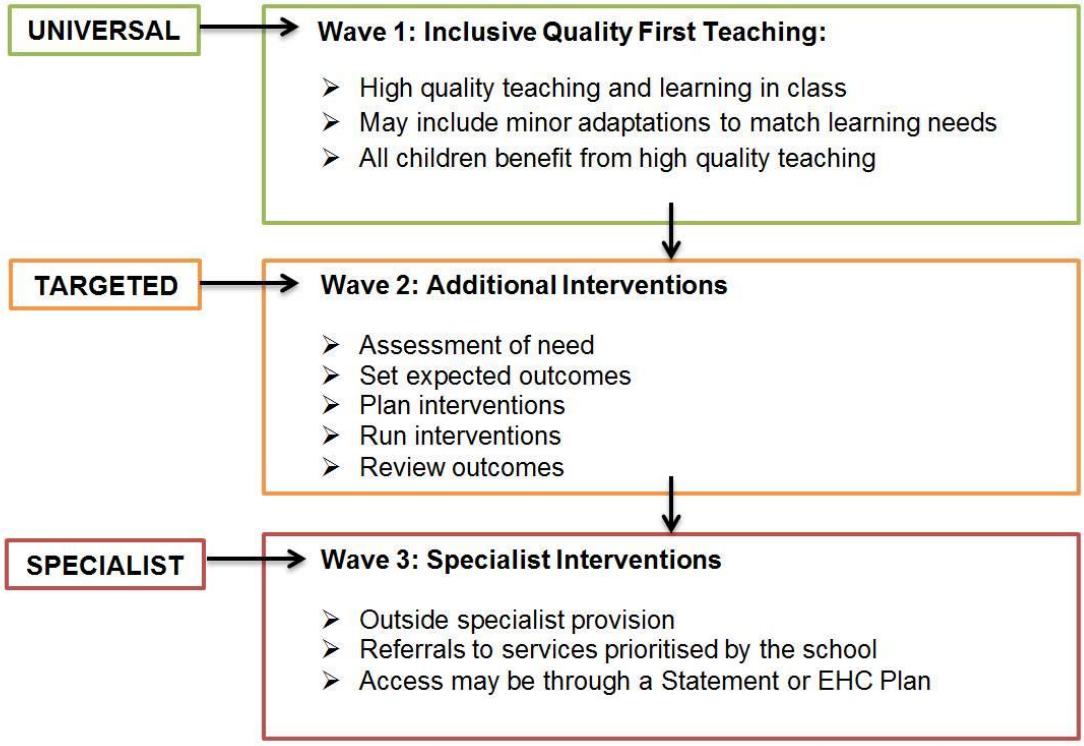
In some cases, it may not be appropriate that your child accesses aspects of their year group curriculum and may need a totally individualised approach to each lesson. Where this occurs, staff will endeavour to cater for the child within the classroom and work on similar but more appropriate objectives to their peers. It is your child's class teacher who has the responsibility for ensuring that the provision is appropriate for your child within lessons. Mrs. Redmond will oversee that the provision your child has is effective.

5. *What types of support may be suitable and available for my child?*

At Dawpool C of E Primary School, we have a 3 tiered graduated approach to ensure children are well supported. Most children will achieve well with Quality First Teaching provided in the classroom (that which is 'universal' to all). Some children may require additional support in the form of interventions. Pupils may or may not have an identified special educational need to access intervention. Parents will be consulted in the assessment, planning and reviewing of interventions by the class teacher ('targeted'). Where pupils require additional support or the needs of pupils are

complex or not clear, a referral may be made to external specialists. Referrals will always be made in consultation with parents and carers ('specialist').

Most pupils will graduate through each wave; however some pupils will require external specialist support straight away if their needs are complex.



6. *<u>What kind of specialists are available to pupils?</u>*

The SENDCo oversees referrals to specialists in consultation with staff and parents. The specialist services available upon a referral basis are:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Visual and Hearing Impairment Services
- Physiotherapists
- Paediatricians
- Special Educational Needs Assessment Advice Team
- (SENAAT)

7. *How will the school consider my views?*

At Dawpool, we want parents/carers to talk to us and feel involved in all areas of their child's learning – you know your children best!

Here are some of the ways we may collect your views:

- Discussions with the class teacher
- During parents' evenings
- During discussions with other professionals
- Secondary and F2 transition meetings
- Annual reviews
- Learning links meetings
- Updates with an appointment as needed

8. *How will you support my child to reach his/her learning outcomes?*

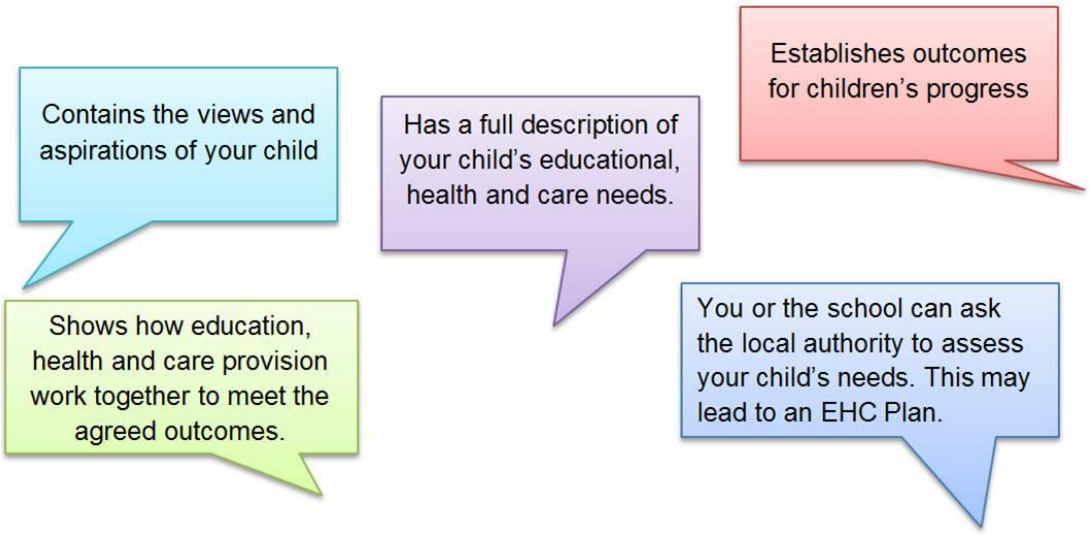
The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their learning goals. Pupils with SEND may have a **Support Plan** drawn up with the class teacher and/or SENDCo, in consultation with you and your child (where appropriate). This plan sets termly targets for pupils to achieve and outlines strategies to be used to support pupils both in school and at home. Progress is discussed and reviewed termly during parent/teacher meetings.

If your child is supported by an EHCP (Education, Health and Care Plan) or your child's needs require specialist or external agency support, the SENDCo (Mrs. Redmond) will organise a larger meeting to discuss your child's Support Plan and invite all adults involved in supporting your child. These meetings will occur at least termly but may be more frequent depending on what your child needs.

9. *What is an EHC Plan and who can request one for my child?*

An EHCP stands for an Education, Health and Care Plan. The purpose of an EHCP is to provide special provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. EHCPs can be requested by a child's parent, the young person themselves (if over the age of 16 but under 25) and a person acting on behalf of a school (with the knowledge and agreement of the parent and young person where possible.

Please make an appointment with Mrs. Redmond if you wish to discuss whether an EHCP would benefit your child.



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

Working with parents is important in securing the best possible outcomes for pupils. We can help you to support your child's learning in a variety of ways:

- SENDCo advice, resources and strategies;
- Resources/ strategies from outside professionals.

11. *How is support fairly allocated to children?*

Dawpool C of E Primary School receives funding from the local authority which is used to support the learning of children with SEN and disability. Funding is fairly allocated to support pupils accessing supporting at the universal and targeted tier of support and can contribute to funding for resources such as:

- Assistive technology
- Intervention resources to support SEN
- Teaching Assistants to support pupils in class
- Resources to support fine/gross motor skills
- Training for staff
- Resources to support learning and well-being
- Specialist equipment (if required)

We want all pupils to achieve well and we will provide the support required to ensure pupil needs are met. If longer term funding is required, the SENDCo will consult with parents to apply for an Education, Health and Care Plan (EHCP).

12. *How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?*

Your child's academic progress will be assessed within the classroom by the class teacher and shared with you during parent/teacher meetings.

Support Plans are written for pupils on the SEND register to outline the outcomes expected and support provided. Parents and pupils (where appropriate) will be included in the planning and reviewing of plans to ensure their wishes are taken into account.

Where pupils have completed interventions which are proven to be effective and have not made adequate progress, the SENDCo may decide to ask for more specialised help. Specialists will discuss with you how they assess pupils and will include you and your child in the planning and review process.

13. *What support will there be for my child's happiness and well-being at the school?*

At Dawpool C of E Primary School, we take children's emotional wellbeing and mental health very seriously and offer and range of programmes and resources to support children and families.

Some of the strategies we use include:

- Brain Breaks throughout the school day
- Emotional Literacy Support (ELSA)

For more information, please see our 'Pastoral Support' section on the school's website.

14. *How is my child included in all the same activities as his/her peers at school?*

Dawpool C of E Primary School is an inclusive school and committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to all children, regardless of their needs or disability.

When necessary, the school will make reasonable adjustments to ensure that children with special educational needs and disability (SEND) are included in all activities. You should feel free to contact your child's class teacher if you have any concerns.

15. *How will you support my child to transition from class to class or to a new school?*

Between Schools:

- Transition visits – pupils see their new classrooms and meet new staff
- The old school and new school will discuss how best to support your child.

- Useful resources and information will be passed to the new school.
- A transition book may be used to prepare pupils for the change in school.

Between Teachers:

- Useful resources, strategies and information will be passed to the new teacher
- Children may make planned visits to their new classroom and meet their new teachers.
- A transition book may be used to prepare pupils for the change in teacher and room.

16. *What are the admission arrangements for pupils with SEND?*

If your child has special educational needs or disability (SEND) but **does not** have an Education, Health and Care Plan, you can apply for a place in the same way as other parents.

If your child has an Education, Health and Care Plan (EHCP), the admissions process for your child is a little different. You must liaise with your child's EHC Coordinator at the local authority where you live, who will support you to name a school on your child's EHCP. The named school must then offer a place for your child.

17. *Who can I contact if I have a complaint about the SEN provision made for my child?*

Initially speak with your child's teacher/SENDCo about your concerns and hopefully they can address these.

You can then contact the Headteacher, who may direct you to the school's complaint's policy and procedure.

18. *What is the Local Offer and where can I find it?*

The Local Offer is the council's offer for parents and young people. It includes provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the council and the NHS. It will also include information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care Plan (EHCP) assessment. In addition there will be information on how to raise concerns about services

Please visit https://localofferwirral.org

19. *How do we evaluate the effectiveness of our SEN provision?*

The quality and effectiveness of SEND provision available to pupils at Dawpool is monitored by the senior leadership team and in particular by the SENDCo. Monitoring may include:

- Evaluation of the impact of provision on pupils (quality provision should yield quality outcomes for pupils)
- Observations of teaching and learning
- Pupil observations
- Pupil questionnaires
- Parent questionnaires
- Staff questionnaires
- Book scrutinies
- Environment checks
- Observations of support staff
- Planning checks

20. *Where can I find further information?*

- Come in and chat to Mrs. Redmond, our SENDCo.
- Look at our SEND policy and 'Pastoral Support' section on the school website.
- Contact IPSEA (Independent Parental Special Educational Advice) https://www.ipsea.org.uk

The SEND Information Report is reviewed annually, with the next review due in January 2023.