



Special Educational Needs and Disability Information Report

2020/2021

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Dent CE Primary School

Special Educational Needs and Disability (SEND) Information Report

Adopted by Governing Body: Autumn 2020

Updated by: Mandy Robinson (SENCO) 23/10/2020

This report complies with: Section 6 of the **Special educational needs and disability (SEND) code of practice: 0 to 25 years, January 2015**; the **Children and Families Act 2014**; the **Equality Act 2010**; and the **Special Educational Needs and Disability Regulations 2014**.

SEND Provision at Dent CE Primary School: Policy and Practice

Our Philosophy

This document outlines the purpose, nature and management of SEND provision at Dent CE Primary School. The implementation of the SEND policy is the responsibility of all the staff working at our school.

Here at Dent we aim to provide all pupils with strategies for dealing with their needs in a supportive environment and we aim to:

- ensure that all pupils, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning
- enable each pupil to experience success and fulfil their potential
- ensure that pupils with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision
- identify, assess, record and regularly review pupils' progress and needs
- provide pastoral care and support for pupils' emotional and social development, in accordance with our whole school behaviour policy
- involve parents/carers in planning and supporting all stages of their child's development
- provide all pupils with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the National Curriculum
- involve pupils in reviewing their progress and setting targets for next steps in their learning
- ensure that pupils experience a smooth, confident and effective transition between educational phases (including for those children joining Dent or transferring to other schools)

Identifying Children with SEND

A child has special educational needs if she/he has learning difficulties, or is considered to be 'more able' and 'talented' in a particular aspect of their learning, such that special educational provision is required, namely 'provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice, 2015).

A child has learning difficulties if she or he:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

The SEND Code of Practice (2015) describes the possible barriers to learning under four broad areas:

- communication and interaction – speech and language difficulties and autistic spectrum disorders
- cognition and learning – moderate learning difficulties, specific learning difficulties
- behaviour, emotional and social development
- sensory, medical or physical – hearing, visual or physical

Cumbria County Council Local Offer for SEND

SEND Provision at the school is made in accordance with the Cumbria County Council Local Offer for SEND (see www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/ for further information)

Some children at Dent CE Primary School may already have SEND identified through an Education Health Care Plan (EHCP) or may be in the process of being assessed through the Early Help Assessment process.

An EHCP is a legal document issued by the County Council which sets out details of the special educational needs that a child is considered to have and outlines the special educational provision that a child will receive to meet his/her needs. An EHCP is reviewed annually (in accordance with the SEND Code of Practice 2015) and the review, plus supporting documentation, is sent to the Cumbria County Council. The Council then decides whether to maintain, amend or cease an EHCP.

Exceptional Needs Funding is available for a very limited number of children across the County to meet needs that do not regularly occur in schools and which require additional resources e.g. funding due to medical needs.

Dent CE Primary School's Contribution to the Local Offer

Schools are required to provide responses to a series of questions provided by Cumbria County Council to show how the school contributes to the Local Offer for SEND provision. Dent CE Primary's responses are published in **Appendix 1** of this report.

Staffing Arrangements for SEND Provision

It is the class teachers' responsibility to be aware of the range of needs which might arise in their classes and to recognise that educational and disability needs can be met through a variety of groupings, teaching arrangements and approaches. The teachers are responsible for the progress and development of all pupils in their class. The staff team includes a number of teaching assistants who have been trained in a variety of SEND interventions, including Maths Recovery and Reading Intervention programmes. Class teachers regularly communicate with the **Head Teacher (Nicky Edwards)** and the **Special Educational Needs Coordinator (Mandy Robinson)** to discuss SEN issues and review SEND provision.

The **SENCO** is a qualified teacher, has completed the National Award for SEN Coordination, and is a Mental Health Champion in the South Lakeland Mental Health Champions Network. The SENCO is responsible for:

- the day to day operation of the school's SEND policy
- coordinating provision for children with special educational needs or disabilities
- assessment of progress and monitoring the impact of strategies for children with SEND and monitoring of SEND interventions across the school
- liaising with and advising fellow teachers and teaching assistants
- overseeing the records of all pupils with special educational needs or disabilities
- liaising with parents/carers of children with special educational needs or disabilities
- liaising with external agencies including the Local Offer SEND department, educational psychology services, advisory teachers, health and social services and voluntary services
- reviewing the SEND policy in consultation with the Head Teacher, staff and Governing Body
- liaising with the Governor with responsibility for SEND
- attending meetings and courses related to SEND matters

The **Head Teacher (Nicky Edwards)** is also the **Designated teacher for looked- after children** and, as such:

- promotes a culture in which looked-after children believe they can succeed and aspire to further and higher education
- ensures that the teaching and learning needs of the looked-after child are reflected in his/her Individual Education Plan (IEP)
- ensures that the views of the looked-after children are taken seriously and inform decisions about teaching and learning strategies and personal targets
- promotes good home-school-agency links
- is a source of support for all staff working with looked-after children

The Graduated Approach to SEND Support: Assess, Plan, Do, Review

The SEND Code of Practice (2015) requires that:

- provision for a child with special educational needs or disability should match the nature of their needs;
- there should be regular recording of a child's special educational and disability needs, the action taken and the outcomes.

Schools are required to implement a four-part cycle, known as the graduated approach, through which SEND pupils are supported in making good progress towards identified outcomes. The four stages of the cycle are:

- assess
- plan
- do
- review

Early identification

At Dent, early identification of a child with special educational needs and disability is the aim, encouraging dialogue between parents/carers, pupil, class teacher and SENCO. When the class teacher or learning support staff identifies a pupil as having a difficulty, they will liaise with the SENCO and parents/carers. Class teacher and support staff are responsible for initial assessment of the pupil within the framework of the Early Years Foundation Stage and National Curriculum. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision.

Children are assessed through a variety of approaches, including:

- evidence obtained by teacher and learning support staff observations/judgements
- information from parents/carers
- their performance in National Curriculum judged against level descriptors and pivots/p-scale values
- performance in relation to objectives in the Early Years Foundation Stage
- standardised screening or assessment tools
- specialist assessments

Provision

The main methods of provision are:

- quality first teaching: full time education in classes, with additional support by the class teacher / support staff through a differentiated curriculum
- short periods of individual tuition or as part of a small group work with either a teacher or learning support staff
- normally as a result of received external advice, periods of withdrawal to work one to one with a support teacher or teaching assistant.

Planned interventions may be implemented for those pupils who:

- make little or no progress despite targeted support
- show signs of difficulties in literacy or maths
- show persistent emotional or behavioural difficulties not addressed by usual behaviour management strategies
- may benefit from developing self-management/organisational strategies
- have significant sensory or physical problems
- show communication or interaction difficulties
- are 'more able' and 'talented' in a particular area of learning

Class teachers, support staff and the SENCO work together to produce, implement and regularly review Individual Education Plans (IEPs) for SEND children. IEPs include targets which support children as they work towards clearly defined outcomes. IEPs are reviewed termly by the SENCO, in consultation with teaching staff, parents and, when/where appropriate, with pupils.

Some pupils with SEND may need a sustained level of support and, where appropriate, the involvement of external agencies. Placement of a pupil at this level will be made by the class teacher and SENCO after consultation with parents/carers. This may be triggered by pupils having:

- made little or no progress
- attainment at substantially below age-related expectations
- significant difficulty developing literacy or maths skills
- emotional or behavioural difficulties that often substantially impede the pupil's learning or that of the group/class
- sensory or physical needs requiring additional equipment or advice from external specialists
- on-going communication or interactive difficulties that impede the development of social relationships

Monitoring Pupil Progress

Pupils' progress is monitored through:

- continuous observations and assessment
- parental/carers contributions
- reviewing strategies currently used as a basis for planning
- evaluating the provision of additional or different action made through planned interventions

Good to outstanding progress is that which:

- narrows the attainment gap between SEND pupils and peers
- prevents the attainment gap widening or improves upon the pupil's previous rate of progress
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- shows an improvement in self-help and social or personal skills
- shows improvement in the pupil's behaviour

Admissions arrangements

Dent CE Primary School follows Cumbria County Council and the Diocese of Carlisle procedures for admissions.

Complaints Procedure

Complaints are dealt with in line with school procedure. The Code of Practice outlines additional measures the County Council must set up for preventing and resolving disagreements.

Contact Information

Parents/carers with any concerns about the progress or developmental needs of their child should not hesitate to contact the class teacher.

The SENCO, Mandy Robinson, can be contacted at:

www.mandy@dent.cumbria.sch.uk

The Head Teacher, Nicky Edwards, can be contacted at:

www.head@dent.cumbria.sch.uk

Policy date: Autumn 2020

Review date: Autumn 2021

Appendix 1

Dent CE Primary School's Contribution to the Local Offer

How does the school know if a child needs extra help and what should I do if I think a child may have special educational needs?

- Should staff, parents or carers have concerns, a meeting can be arranged to discuss these concerns and through working together the best plan of support will be developed. School may have observed a child's difficulties in accessing some aspects of their education. A child may have issues attaining an expected level and barriers to their learning may need to be explored, which may be specific learning difficulties or general barriers to learning. There may be social issues that may become apparent as the child is observed in school.
- We have liaison with our feeder schools to share concerns, programs of support and to help open a dialogue with parents.

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

- Once concerns about a child are raised, by either the child themselves, parents/carers or the school, then the child will be assessed and their barriers to learning identified. An initial level of support will be offered in school and progress monitored. If the support offered proves effective, it will be monitored and maintained or adjusted as it need be. If this initial level of support is not seen to be offering the desired level of progress then further advice will be sought, with parental/carer consent, and the possibility of external professional advice used to devise a more appropriate plan of support. If after careful monitoring, and once again with the agreement of the parents/carers, then the school may apply for more support through an Early Help Assessment process. Following further monitoring and collection of evidence of any interventions made, if further support is needed, school will then make an application for an Education Health Care Plan.
- The fundamental principle of offering the best possible means of support through open dialogue between the child, the parents/carers is at the heart of Dent's SEND practice.

How will school staff support my child?

- Class teachers, with the support of the SENCO, will plan and implement the educational programme. Support will be delivered either by the teaching staff, SENCO, or support staff, and will be reviewed regularly by all those involved to ensure effective methods and strategies are used.
- Teachers, with the support of the teaching assistants and SENCO, will deliver the support and assess the impact on the education of the child. IEP's (Individual Education Plans – with specific, appropriate, attainable targets) will be drawn up to support the progress and attainment of the child. IEPs are reviewed termly.
- The School SENCO informs and updates the SEND Governor on a regular basis, they are invited to meet the children and view the support that school offers.

How are the school's resources allocated and matched to children's special educational needs?

- Once a child's needs are assessed and the best way of supporting those needs are agreed between the child, the parents/carers and school, then support will be implemented. It may be that the child is supported through differentiation within class, supported in a small group with similar needs or supported individually. Whatever the means of support, it will be offered with the consent and agreement of the child and the parents/carers. It will be delivered carefully, creatively and economically.
- To ensure support is being effective it will be regularly reviewed by the child, parents/carers and the school to decide whether it should be maintained, adjusted, increased or diminished.

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

- Whenever possible, all children are included in class lessons and supported within class with tasks differentiated to a level appropriate to the child's needs. Some lessons take place in classes where the children share an ability level. Occasionally children are taught individually or in small groups if this is the appropriate method of supporting their needs.

- It is expected that all children will be happy, safe and reach their full potential and school will do whatever is possible to fulfil this expectation

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

- There will be regular opportunities to discuss your child's progress outside the normal reporting arrangements with the class teacher, teaching assistant or SENCO. Where possible, staff are available for discussion at the beginning or end of the school day or by appointment. Should parents or carers have any queries or concerns they are encouraged to contact the school to arrange a meeting with either the class teacher or SENCO.
- Children's IEP targets and outcomes will be shared and discussed with parents.
- School, with the involvement of parents, will constantly monitor the progress of children and adapt the ways they are taught if necessary, progress will be monitored through teacher assessment.
- School will keep parents/carers informed about the progress their child is making and how this compares to age expected attainment.
- School will give opportunities for parents and carers to have regular contact to facilitate a sharing of information about their child's activities, progress or issues.
- There will be regular opportunities for parents and carers to discuss the education of their child. This will include the planning and support within school and how this might be best supported by parents and carers at home.
- Parents and carers will be given the opportunity to discuss the targets set for their child. IEPs are reviewed and new targets set, where appropriate with the involvement of the pupil and parents each term.
- Education and Health Care plans will be reviewed in accordance with the SEND Code of Practice (2015).

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

- The safety and well-being of all children at Dent is our number one priority.
- Dent offers excellent safe guarding through its dedicated, well trained, staff who follow a stringent Health and Safety Policy.
- Dent provides pastoral care and support for pupils' emotional and social development, in accordance with our whole school behaviour policy.
- An open dialogue is encouraged with pupils, parents/carers and School staff to address any concerns as soon as they arise.
- Dent strives to empower pupils with a child centred practice.

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

- The staff at Dent are experienced at dealing with and supporting a variety of issues. We constantly keep our skills updated and acquire new skills when the opportunities occur through training and professional development.
- When we find ourselves faced with issues that we have no previous experience with we endeavour to either skill ourselves up to the task or seek professional advice from external agencies.

What training opportunities are available for the staff?

- Dent is a member of the South Lakes Rural Partnership SENCO Group and accesses an ongoing program of training opportunities that are relevant and appropriate to current good practice.
- Dent has staff on role who have a variety of specialist training and knowledge including: Reading Intervention; Maths Recovery; Paediatric First Aid, Children's Mental Health First Aid; Safeguarding; IDL Dyslexia Intervention; and Team Teach Positive Behaviour Management

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

- Wherever possible, all children will be included in activities outside the classroom, including school trips. Every child's needs will be considered individually by the child, staff, SENCO and parents to ensure that individual needs are recognised and supported

How accessible is the school environment?

- Our building has limited wheelchair access and we have a disabled toilet facility.
- A recent refurbishment of the classrooms has installed LED lighting, acoustic ceilings and calming colour schemes to maximise learning.
- The school is equipped with carpets in classrooms to aid the auditory environment and blinds on the windows to ensure clarity of visual access.
- Our school has had an accessibility audit and has developed an accessibility plan with specific objectives for access to the curriculum,

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improving delivery of written information and improving the physical environment.

- We will endeavour to offer translation services for those whose first language is not English if so required.

How will school prepare and support my child to join the school or to transfer to the next stage of education?

- The school has an extensive transition programme in the summer term for those children who will be joining the school in reception in the following autumn term.
- We support our Year 6 pupils in their induction to the secondary school of their choice. Dent is always keen to initiate communication between any secondary schools that pupils might be moving onto well in advance of any projected transfer. Visits are arranged, meetings are attended, and information shared between parents/carers and all educational establishments.
- When children join Dent from another school, Dent will communicate with parents/carers and the previous school to ensure a smooth transition.
- When children leave Dent to move to a new school, Dent will offer an open communication in league with the parents/carers with the new establishment. The SENCO will endeavour to establish contacts between the new school and parents/carers and support any transfer.
- Parents/carers are encouraged to develop a dialogue with Dent staff, to air their worries and concerns and to become familiar with the staff they will be meeting most often.

How are parents involved in the school? How can I be involved?

- The school is supported by "The Friends of Dent Primary School" which is a committee comprising of parents of the school. The committee organises several fund-raising activities throughout the year which help the school to buy essential resources.