

DODFORDFIRSTSCHOOL



Every Day, a Learning Journey

SEN Information Report 2017-2018 (Local Offer)

Parent/Carer Information for children who have additional needs

Introduction

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

At Dodford we welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children. We aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential, academically, socially and emotionally and acquire life skills for the future.

Frequently asked questions regarding a school's local offer – Dodford First's Local Offer

- 1. How does the school know if my child needs extra help and what should I do if I think my child may have special needs?**

If you have any concerns about your child please contact the class teacher, you don't have to wait for a parent's evening. At Dodford the class teacher has half termly meetings with the SENCO (Mrs Lisa Parkes) to review the needs and progress of all the children. Informal

meetings will also take place during each half term. The class teacher will also feedback any concerns that a parent may have to the SENCO who is very happy to meet parents.

2. How will Dodford support my child?

The level of support your child receives will depend on their needs. The SENCO offers meetings to all parents of children receiving additional support. At this meeting we will discuss the support your child has received in the current term and whether they will need continued support in the following term. At Dodford we have a teaching assistant in each class to support the children. We also have other teaching assistants who support smaller groups and complete 1:1 intervention work across the school.

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

During the school day, work will be adapted by the teacher so that it meets the needs of all children. This is known as Quality First Teaching. Both the class teacher and teaching assistants will support groups within the classroom. In maths and English lessons, visual aids and practical equipment is always available to support the learning in differentiated groups, dependent on a child's individual needs. Children will work in different ability and mixed ability groups according to the context of the lesson and the pre-assessment work carried out by the class teacher.

4. How will both parents and the school know how my child is doing and will you help the parent to support their child's learning?

If your child is on the Special Educational Needs Register they will be given an IEP (Individual Education Programme). This will be reviewed by the teacher, adults working with your child, and your child every term and new targets set. You will also have the opportunity to discuss this with the class teacher at parents' evenings and at a separate SEN meeting and with the SENCO in attendance if you wish. If you would like to discuss the targets at any other time we would be delighted to meet with you at a convenient time. The class teacher will be happy to talk to you about your child's progress and any other issues as often as you both feel necessary. If it is felt appropriate a home/school book is used as another form of communication of how your child is attaining and progressing at school.

5. How will my child's progress be monitored and reviewed?

The school uses a computer based system to track and monitor all of the children's progress and attainment. Alongside this system the school also use 'Tracking into Action' sheets and IEPs which are provision mapped. This allows all class teachers to track progress and attainment and look at specific groups and compare these to their peers. More in-depth assessments may be required by an external agency. If external assessment is required then parents will be informed beforehand and be invited along to discuss any needs or concerns with the health professional carrying out the assessment. All reports completed on a child will be shared with the parent or carer.

The above is in accordance with the SEND Code of Practice (2014), the process for responding is known as the Graduated Response.

- ASSESS – The child will be assessed thoroughly to identify the key area of need and ‘next steps’ targets will be produced.
- PLAN – Provision needed to support the child to achieve their ‘next steps’ targets will be carefully planned to scaffold the child’s learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/teaching assistants.
- DO – The support planned is put in place and monitored over a period of time leading to review.
- REVIEW – Following the additional support, it will be reviewed against the child’s targets in order to consider next steps.

The above is in addition to the school’s procedures for assessment which are also used to assess children with SEN, such as: Teacher Assessments; DfE tests and Pupil Progress meetings.

6. What support will there be for my child’s overall wellbeing?

At Dodford, a child’s wellbeing is supported at different levels and in many ways. At a whole school level we have a Class Charter related to behaviour expectations and Behaviour for Learning. Our Give me Five Posters encourage the children to take ownership of their own learning. Our assemblies are Values-Led and children are encouraged to think about and display positive values throughout the school day. We have a whole school reward policy and a clear agreed set of actions relating to both positive and negative behaviour (see the school’s behaviour policy). We have Playground Manners and the older children encourage a supportive ethos across the school. Each class has its own set of class rules and Zone Boards are found in each class. Positive praise and encouragement is given to the children throughout the school day.

We are proud of the ‘family feel’ of our school and how our younger and older children are able to work and play together harmoniously. We engage in Anti-Bullying Week and the children know we have a zero tolerance when dealing with bullying issues. Circle Time, PSHE, Show and Tell and class stories are further opportunities to share and discuss ideas and feelings with their peers.

All members of staff lead assemblies and have a playground duty and our teaching assistants are also our lunchtime supervisors and our play leader.

When a child has a medical condition we put together a Health Care Plan together with the parent, the Head teacher, school nurse and key First Aider (Mrs Sarah Evans), to ensure the child is safe and that staff are aware of the child’s specific needs. When this meeting is held we would also look at any staff training that may be needed. (Please refer to our Supporting pupils at school with medical conditions Policy).

7. What Specialist Services and expertise are available at or accessed by the school.

Parent Partnership

Speech and Language Team (Teaching Assistant identified to oversee Speech and Language and a therapist, Rachel Greatrex or Helen Gwynn to carry out assessments and reviews)

Family Learning Support Team (Gaynor Hall)

Social Services (including Early Help and the Family Front Door)

Educational Psychologist (Mike Searle)

Learning Support Team (Chadsgrove Alliance)

Worcestershire Hub (various contacts available)

School Nurse (Caroline Nicholls)

PRU Behaviour unit (Mrs L Hatton)

These are the main specialists we work with but we are also signposted to others when necessary.

8. What training are the staff supporting children with SEND had or having?

Staff training needs are assessed regularly. Recently staff have attended training to support children by keeping them safe – Safeguarding Level 1 and E-Safety, members of staff have had first aid training, all staff have had training on Autism, a teaching assistant attends regular speech and language courses, all staff are trained in delivering Numicon to support maths teaching and phonics to aid reading and spelling. Staff have annual training on asthma. Specific members of staff have been sent on courses matched to the specific needs of the children they support, such as social stories, dyslexia, attachment disorders and play based learning.

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

All school trips require a Risk Assessment and pre-visit to be carried out by the Lead Staff Member. A child with significant needs may require an Individual Risk Assessment involving parents to ensure they are able to take part in the trip successfully.

10. How accessible is the school?

At Dodford we have disabled access into the school building and the single level with no steps enables disabled access to all parts of the school. The school has no disabled toilet and currently cannot accommodate a wet room. Although dogs are not allowed on the school site, Guide dogs are welcomed. Accommodating children with needs will be carefully considered each year when children move classes and new children enter the school.

11. How will the school prepare and support my child to join the school and transfer to a new one?

Before your child starts school we will meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous nursery setting or school. When moving on to a new school we will arrange extra transfer visits for your child, especially those moving from Year 4 to middle school. The teaching assistant who has worked alongside your child will help them make a booklet about their new school and spend time on any aspects of the change in school these children may be unsure of. Parents are encouraged to visit the new school and the teaching assistant will accompany the parent if requested. The SENCO will ensure that all information is passed on about your child to the new school. If a CAF (Common Assessment Framework) is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

12. How are the schools resources allocated and matched to the children's special educational needs?

Where children have an Education, Health and Care Plan we allocate resources appropriately and carefully. We will fund teaching assistant time and SENCO time and specialist support from outside agencies, for example the educational psychologist. We will fund any training required for staff working with your child and ensure the correct resources are available in school to support your child's plan. Classrooms will be set up to meet the needs of the child and resources will be made available such as sloping desks, transparent overlays, visual reminders and timetables. If a child needs to access the National Curriculum at a significantly lower level than their peers; then arrangements will be made for them to access learning appropriate to their needs. This may mean moving to different groups for parts of the day. This though is only done with the consent of the parent and with the child's agreement.

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

If your child has an Education, Health and Care Plan it will specify how much support time your child will need. If not, then the time and type of support given to your child will be reviewed at least termly, by the class teacher and SENCO. You will have the opportunity to discuss this at the termly meetings. If your child has an Education, Health and Care Plan we will also arrange Annual review Meetings with you, to ensure that the plan is still appropriate for your child and make any changes.

14. How are the parents involved in the setting? How can I be involved?

At Dodford, we understand that you have a valuable understanding of your child's needs and wishes. We have an open door policy and we aim to involve you in every stage of the decision making process. We encourage you to meet with us as often as you feel necessary. This may be to talk to the class teacher briefly at the start or end of the school day or by an arranged meeting after school. Any concerns should be brought to the attention of the class teacher as soon as possible so that they can be addressed quickly.

15. Who can I contact for further information?

At Dodford your first point of contact is always the class teacher. If your child has a special need the SENCO will oversee the implementation of the plan in school.

SENCO – Mrs Lisa Parkes

Headteacher – Mrs Lisa Parkes

SEN Governor – Mrs Lorraine Warner

16. What complaints procedures are in place for parents of children with SEN?

Any complaints should in the first instance be directed to the class teacher who will inform the Headteacher and SENCO. In the event of the situation not being resolved, complaints should then be referred to the Headteacher and the school's complaints procedures, in conjunction with the complaints policy, should be acted on if necessary.

Please refer to the following policies on our school website – SEND Policy, Behaviour Policy, Safeguarding Policy and Anti-Bullying Policy which work alongside this document.

Reviewed and updated document by Lisa Parkes – November 2015, November 2016, September 2017

Next Review Date - October 2018

Original Written by Mrs Lisa Parkes – August 2014

Ratified by Governors – October 2014, updates shared with SEN Governor