

## **SEND INFORMATION REPORT**

**Kinds of Special Educational Needs that are provided for at**

**THE PRINCE OF WALES FIRST SCHOOL.**

**The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :**

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

**We can provide the following types of support for your child:**

Paula Thompson is our Senior TA with responsibility for children with physical disabilities. She liaises with our physiotherapists and occupational therapists and speech and language therapists to ensure a coherent package of support. This also involves ensuring that Teaching Assistants are able to carry out therapy programmes and that your child can access all aspects of school appropriately. This includes self-care plans, toileting programmes and manual handling issues.

Any child with a physical disability is supported not only by our team of therapists, but also by a team of specially trained teaching assistants. These staff are trained to understand a range of disabilities including cerebral palsy, muscular dystrophy, spina bifida and other conditions which have an impact upon a child's access to the curriculum. They are able to carry out therapy programmes and ensure that in every lesson, a child has access to the appropriate equipment and resources. This involves provision of correct seating, standing frames, mobility aids as well as devices to enhance communication and access to the curriculum such as iPads, software, EyeGaze technology, aided communication devices

Emma Hibberd is our Senior Teaching Assistant with responsibility for children's medical needs. This involves liaising with parents about their child's medical conditions as well as ensuring all staff are fully aware and trained. She also co-ordinates our programmes of intervention for children with social / communication difficulties and our Learn to Move, Move to Learn programme for children with co-ordination problems.

Linda Scott is our Maths Intervention Leader who is trained to deliver the First Class @ Number Maths intervention.

Di Bernard is responsible for delivering our SENSS programmes, following children's assessment by the SENSS team.

Julie Webb is trained to deliver our Fischer Family Trust Literacy Intervention. This is an Early Intervention strategy which focuses on children in Years 1 and 2.

Tracy Brooker has begun training as an Emotional Literacy Support Assistant and can be asked to talk with any child who may have difficult emotions to cope with, for example due to bereavement, family crisis or breakdown.

We also have access to a wide range of professionals from outside the school to whom referrals can be made with the agreement of parents. These include:

Educational Psychologist

School Nurse

School Doctor

Speech and Language Therapy Service

Physiotherapy and Occupational Therapy Service

Early Intervention Team

Specialist Behaviour Support Teacher

Specially trained teachers who can assess and diagnose dyslexia, dyspraxia and dyscalculia (the SENSS service)

Outreach support from one of the county's special schools

Mental Health specialists

## **Information about the school's Policies for identification and assessment of pupils with SEND.**

The school's SEND Policy details these procedures:

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

Every child is continuously assessed during lessons and concerns about progress will be flagged up directly with the SEND Team or via monitoring of half termly assessments by the Assessment Coordinator.

Reading and Spelling tests and informal progress tests, as well as parental feedback and concern may trigger concern about slow progress. Children are considered for additional interventions by the SEND team and additional assessments may be carried out. Parents are kept informed at all stages and records kept in Logs of Action within an SEND file. If necessary, an individual education plan may be drawn up but it is more likely that day to day lesson planning will be used to ensure differentiation for individuals and groups within the class. SEND files are reviewed termly by the SENCo and progress is monitored half termly by the Assessment Co-ordinator. It may be felt appropriate for a referral to external professionals such as an Educational Psychologist.

Learning needs are managed either by using additional support from within the school or by having a Statement of Special Educational Needs or an Education, Health & Care Plan

(EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is recorded in the school records and the child's parents / carers **must** be informed in writing that special educational provision is being made.

The SENCO and Assessment Co-ordinator will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

### **The school's approach to teaching pupils with SEND.**

In the classroom, teachers and teaching assistants will be constantly monitoring children's responses to their learning and assessing whether each child may need extra support. Each teacher will track your child's progress and review this every half-term. Using this information, we then decide whether your child needs further support. If appropriate, we will carry out more detailed assessments of your child's difficulties so we can determine which type of additional help is needed.

Children will be given learning activities which are appropriate to their level and ability. This will be built into the teacher's planning and will be based on the next steps that they need to achieve. The teacher will also take into account any learning needs highlighted by outside specialists such as SENSS (Special Educational Needs Support Service; any behaviour targets that need to be included and any learning environment factors that need to be considered. It is an important priority to make our classrooms easy to learn in for ALL children. This means that strategies suggested for children with SEND will often be used for all children so that everyone can be included and benefit from them.

### **Evaluating the effectiveness of the provision made for pupils with SEND.**

The Intervention Leader and the SEND Leader will review the progress of your child every half-term and decide whether this intervention learning has been successful in helping your child to make progress with their learning. They may continue with this type of intervention or move to another that is more suited to their needs. If we find that this level of intervention learning is not supporting your child's needs sufficiently, we may decide to bring in an outside agency for more specialist advice. They will be able to give a more detailed and specific assessment of your child's needs which will help us to provide a more effective programme of learning for them.

**Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review.**

**These arrangements include :**

- ❖ data tracking each half term to check for pupil progress
- ❖ Individual Learning Plan and ECHP reviews;
- ❖ observing children in their Intervention learning
- ❖ Parents meetings, including sharing Provision maps
- ❖ Formal/informal meetings for parents with the Special Needs Co-ordinator

Intervention teachers will carry out regular monitoring and tracking of your child and they will discuss this information in Progress Check meetings every half-term. Class teachers will track the progress of your child and add information to their records every half-term. They will then review your child's progress and talk to the SEND Leader if they feel that your child needs extra support with their learning. We will then tell you about this and explain what we plan to do to help your child make the best progress possible.

There will be opportunities to discuss your child's progress at Parent discussion sessions in the Autumn and Spring terms, and an annual report will be sent home at the end of the Summer term. However, if you have any problems or concerns at any other time, teachers will be happy to make an appointment to discuss your child's progress and suggest ways in which you can support your child's learning.

**How adaptations are made to the curriculum and the learning environment of pupils with SEND?**

The school has an Accessibility Plan and Equality Action Plan that are monitored half termly and reviewed and reported upon annually to the Governing Body in compliance with legal requirements.

We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide

Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools

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(May 2014). We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Wheelchair access
- Physiotherapy room
- Hydrotherapy pool
- Disabled toilets with hoists and changing facilities
- Additional support staff dependent upon individual children's needs.
- Assistive technology such as iPads, specialist laptops or computers, Eyegaze, individualised equipment
- Soft play room
- Sensory room
- Increased access to the curriculum and assistance during assessments
- School transport for all children within our Resourced Provision
- Close liaison with our therapy colleagues using our AIMS review and target setting process.
- Capacity to provide a quiet room for any pupil who may need time for a sensory decrease if required.

The school is conscious of the particular needs and difficulties of parents in coming to terms with their child's special needs, particularly where they live away from Dorchester. It is the intention of the school to find as many ways as possible to overcome these difficulties by liaison, communication and support. It cannot be stressed enough that a vital part of teachers' and assistants' responsibilities is to keep parents as fully informed and involved as possible in their child's education. Day to day contact, home/school books, parents' evenings are all vital.

#### **Providing for pupils' personal priority needs: the place of therapy**

Many pupils with learning difficulties will have personal priority needs which are central to their learning and quality of life. Some pupils will have therapeutic needs or require paramedical care. The range of therapeutic needs and paramedical care is wide. Provision for these needs is a legitimate and essential element of the curriculum and should be planned for. This provision enhances individual pupils' readiness to learn in many ways, for example by:

- supporting the accurate identification and assessment of individual needs in language and communication
- positioning pupils so that they learn effectively
- helping pupils to maintain good posture, appropriate muscle tone and ease of movement, and encouraging the development, refinement or maintenance of skills in independent mobility
- helping pupils to manage eating and drinking
- promoting relaxation and support to help pupils manage stress and anxiety
- providing palliative treatments for painful or degenerative conditions to ensure pupils' health and well-being
- promoting pupils' autonomy and independence through the use of specialist aids and equipment
- developing pupils' self-esteem
- allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood.

Some forms of therapy, *for example, speech and language, occupational or physiotherapy*, may be necessary to maintain physical well-being or the development of basic learning, health or emotional needs. The nature and extent of the support required for individual pupils and the best ways of providing it need to be considered carefully. Some pupils may need regular and continuing help from a specialist, while for others it may be appropriate for the school to deliver a discrete programme under the guidance and supervision of a specialist. Support from health services is generally set out as non-educational provision in a pupil's statement (EHC Plan).

### **The purpose of Individual Support Programmes**

Our School seeks to strike a balance between flexibility and consistency in their approach to time allocation to ensure that all the needs of pupils are met. In order to provide this time, we develop individual support programmes which take into account:

- pupils' support needs in terms of staffing, resources, and equipment, *for example, mobility and communication aids*
- the management of medical and paramedical issues and personal care routines, *for example, epilepsy or difficulties with eating and drinking*
- ways of minimising the impact of sensory and physical requirements, *for example, the use of specialised lighting, positioning equipment appropriately*
- individual counselling and the management of difficult emotions and behaviour, *for example, helping pupils recognise what triggers outbursts and how to respond*
- continuing use of therapeutic treatments, *for example, intensive interaction, hydrotherapy, horse riding, physiotherapy and occupational therapy*

Effective individual support programmes build on pupil's understanding of their own support needs and the views and contributions of parents, carers, families and others. They will draw on, as appropriate, the expertise and involvement of a range of professionals from different agencies, including therapists, nursing staff, social workers and voluntary sector representatives. Individual support programmes can make a significant contribution to an effective curriculum for pupils with learning difficulties by ensuring that parts of therapeutic programmes are successfully integrated in classroom activities.

### **Support that is available for improving the social emotional and mental health of pupils with special educational needs.**

Our school uses a programme for our children's Personal, Social, Emotional and Health development called Jigsaw. This aims to build children's self-esteem, self-awareness and confidence. We encourage children to be conscious of their emotions and how to express them in an appropriate way.

For those children who have difficulties in controlling their emotions or have personal and social problems we have a range of strategies to include them fully.

We are able to provide your child with support in the classroom by using behavioural strategies that are appropriate for their needs. Many of these strategies may also be used as part of the everyday class routine so that all children can benefit from them (eg. visual timetables, agreed classroom rights and responsibilities displayed in a Class Charter, visual clues and reminders about expected behaviour displayed around the classroom, opportunities for stretch breaks and Brain Gym activities, individual behavioural targets). If the difficulties persist we would then contact outside agencies to assess your child's needs and to provide further guidance and support. We keep records of incidents in a Behaviour Log and will always involve parents if we have a concern about a child's difficulties in behaviour to ensure that we are working together to provide consistency.

The school also has a school nurse who visits regularly and the school can help you make an appointment to speak to her.

The school can also make a referral to the Child and Adolescent Mental Health Services (CAMHS) after discussion with, and agreement of, parents.

**Name and contact details of SEND Co-ordinator:** Julia Bishop

Contact: [office@princeofwales.dorset.sch.uk](mailto:office@princeofwales.dorset.sch.uk) who will pass on your concern.

**Name and contact details of SEND Governor:** Paula Van Breda

Contact: [office@princeofwales.dorset.sch.uk](mailto:office@princeofwales.dorset.sch.uk)

**Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.**

An audit of staff expertise in SEND is undertaken annually.

Relevant training and Professional Development are provided according to current needs in the school.

Knowledge and expertise is often up-dated in staff meetings and in-service training sessions. The school may arrange for specialist professionals to provide up-dates about the latest requirements and approaches which teachers can use in their classroom teaching.

The SEND Leader has studied and passed the National Award for Special Educational Needs Coordination. She attends courses on issues relating to children with SEND and passes on information and advice to the rest of the staff during staff meetings, in-service training and meetings with individual teachers. She also visits classrooms during learning sessions to see the children in their learning environment and provide ideas and support with activities and strategies.

Our team of teaching assistants also benefits from extensive opportunities to improve their knowledge and understanding of the range of additional needs in the school. Most recently, all staff have undertaken joint training on Speech, Language and Communication and Dyslexia.

Specialist expertise is engaged from external services, as required:

Outreach support from Sue Brazier who is based at the Thomas Hardy School and can advise on Communication skills and ASD, the Educational Psychology Service, the Occupational Therapy Service, SENSS, the Speech and Language Therapy Service, the Dorset Virtual School, EAL/INA support CAMHS etc.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school will consult with the Physiotherapy and Occupational Therapy Services regarding any equipment that may be needed to support children with their physical and learning needs.

ICT referrals can also be made to Local Authority, as required.

**The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

We recognise the important role that parents/carers play in the success of the provision provided for children with SEND. We value the contribution of parents/carers and we look forward to working in partnership with you to support your child's learning. During Parent Consultation sessions, you will be given details of the targets that have been set for your child and how these are being met in school. Your child's teacher will be able to discuss these with you and suggest ways in which you could support your child's learning at home. They can also arrange for you to meet with the SEND Leader to discuss these in more detail if you wish.

We try to ensure that communication between ourselves and you as parents/carers is as honest and open as possible. We are always happy to listen to any concerns or ideas you may have as you are the experts in your own child. If there are any specific issues, we can help by pointing you in the right direction to sources of support from other individuals or organisations.

**The arrangements for consulting young people with special educational needs about and involving them in, their education.**

Children with an EHC Plan will take part in their annual Person Centred Review. With the support of their 1:1 TA, they will complete a Child Contribution questionnaire which will be discussed in the Review and submitted with the paperwork.

Children will also have the opportunity to make their own comments during the Review with the support of their parents or TA.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

A copy of the school's Complaints Procedure can be obtained from the school office.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organizations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The Governing Body assumes the duty of monitoring the effectiveness of SEND provision within the school, in consultation with the SENCo, Head of School and Executive Head.



They also assist in the effective allocation of funds and ensure that SEND provision gives value for money.

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

**Speech and Language Therapy Service:**

The Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254743

**Occupational Therapy Service:**

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

**Physiotherapy Service:**

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

**School Nurse:** contact the School Office

**Child and Adolescent Mental Health Services (CAMHS):**

Dorchester Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 255705

**Early Intervention Team:**

North and West Dorset

Jackie White    Tel: 01305 214500

**County Psychology Service:**

Talk to the Special Educational Needs Coordinator (SENCo) of your child's school about your concerns. Schools and settings have the expertise to meet the needs of the majority of children and young people. If your child's needs are complex, the school's SENCo can discuss with you the possibility of involving an EP

**SEND Information, Advice and Support Service (SENDIASS)**

SENDIASS Monkton Park,

Winterborne Monkton,

DORCHESTER

Dorset,

DT2 9PS

e-mail: [sendiass@dorsetcc.gov.uk](mailto:sendiass@dorsetcc.gov.uk)

Tel: 07748 624609

### **Family Information Outreach Team**

e-mail: [familyinfo@dorsetcc.gov.uk](mailto:familyinfo@dorsetcc.gov.uk)

Tel: 01305 221066

### **Rose Road Association**

Website: <http://www.roseroad.org.uk>

e-mail: [askus@roseroad.org.uk](mailto:askus@roseroad.org.uk)

Tel: 02380 721234

### **Global Mediation- Special Educational Needs**

Website: <http://www.globalmediation.co.uk/our-services/education/special-education-needs>

e-mail: [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)

Tel: 0800 064 4488

**The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

If your child moves to another setting, we will liaise with their new setting verbally and inform them about your child's needs and provision. Parents of children with physical disabilities have the option of transfer to our local Middle School (DMS) which also has specialist funding and facilities, to their local mainstream school or to a Special School

This decision is very much in the hands of each parent/carer.

We provide advice and support to enable parents to make the decision, along with other professionals, about the most appropriate setting when their child is due to leave. We are fully aware that this is a decision that is for parents to make, not us!

We will make sure that we pass on all documentation relating to your child and inform any relevant outside agencies about the move.

When your child moves to a new school within their current school system (eg. from First to Middle School), the class teacher and the SENCO will meet with your child's future class teacher and SEND team to discuss your child's needs so that the necessary provision can be put in place. Your child will also have regular contact with the Middle School liaison contact to help them become familiar and secure with their new setting. They will have several opportunities to visit their new setting before they transfer. As part of the Dorchester Middle School Pyramid of schools, we employ a Transition Support Worker, Rowan Seymour, who is responsible for ensuring that transition is smooth for all children, but particularly those who might be vulnerable at this point.

Getting the balance right between supporting your child whilst at the same time developing their independence is a priority for us. We have a range of strategies to ensure that your child will be as independent in their learning as possible.

### **Information on where the local authority's local offer is published.**

The school's Local Offer is published on the school website: [www.princeofwales.dorset.sch.uk](http://www.princeofwales.dorset.sch.uk) and on the Local Authority website: [www.dorsetforyou.com](http://www.dorsetforyou.com)

