



Dunmow St Mary's SEND Information report

At Dunmow St Mary's all children are valued equally regardless of their abilities and behaviours. We strive to ensure that **ALL** children have access to our broad and balanced curriculum. Suitable adaptations to resources, curriculum and environment are made wherever possible for children with specific needs

What kind of special educational provision is made at Dunmow St Mary's Primary School?

Learning Difficulties and Disabilities

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Through 'Quality First Teaching' children's needs are assessed, planned, implemented and reviewed. Teacher planning includes differentiated work for children with SEND.

Within each class children are ability grouped for English and Maths, teaching assistants (TAs) are deployed to support all children as directed by the teacher. TAs are also used to support children with special needs in a small group or 1:1.

Children who are finding some aspects of learning difficult despite high level differentiation may be supported in a small group, or on a 1:1 basis, usually within the classroom, or withdrawn for short periods of time to work towards achieving specific objectives.

Intervention groups may run for small numbers of children who need extra support. Reading and phonics groups are run regularly each week.

Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching. This will usually happen when:

- A child has an Education, Health and Care Plan (EHCP) or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence based intervention programme due to identification of a need to accelerate learning or target key skills.
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Additional TAs are deployed to specifically work with the very few children with EHCPs, under the direction of the SENCO and class teacher.

How are SEND professionals from outside of the school (External Agencies) involved?

Some children with particular difficulties are supported by the involvement of external agencies e.g. Educational Psychologists, Emotional Wellbeing and Mental Health Service, Paediatricians, GPs, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals. All may provide specialist assessments or advice on different strategies or materials.

In discussion with the class teacher and parent, the SENCO makes a referral to appropriate outside agencies. The SENCO liaises regularly with outside agencies as appropriate.

We also work in close partnership with our Inclusion Partner (IP), whose role is to help schools develop their inclusive practice and deliver improved outcomes for children and young people with SEND.

How does Dunmow St Mary's Primary

Current Identification And Assessment For Children Who Potentially Have SEND

School identify, children with SEND?

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at 'SEN Support'.

Identification and Assessment includes:

- the use of high quality formative assessment, for example observation, looking at work and data
- summative assessment materials, for example reading, writing and maths assessment.
- specialised assessments from external agencies and professionals, for example completion of the Connors or sensory questionnaires.

Leaders and teaching staff, including the SENCO, will seek to identify any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Provision for Children at 'SEN Support'

1. **Quality First Teaching**, seeks to engage and support the learning of all children. Differentiation for individual pupils is the first step in responding to pupils who have SEND.

2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. The process is:

Assess – using the methods above.

Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A One Plan will be put in to place.

Do - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

	<p>Review -The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly where a new One plan for the child will be drawn-up.</p> <p>3. Involving Specialists</p> <p>We may involve specialists at any point to advise regarding early identification of SEN and effective support. When available we involve a specialist if a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion.</p> <p style="text-align: center;"><u>Current Identification of Children who Need a Statutory Assessment</u></p> <p>We will discuss requesting that the Local Authority (LA) initiate statutory assessment of the child's needs if:</p> <ul style="list-style-type: none"> ● Adequate progress has not been made despite provision of an individual programme and concentrated SEN Support, backed up by evidence. ● A child is identified as demonstrating a significant cause for concern. <p>And;</p> <ul style="list-style-type: none"> ● the child's needs cannot be met under the current resources available to the school. <p>The Code of Practice (2014) is used to ensure rigorous following of statutory procedures.</p> <p><u>Provision for Children with EHCPs</u></p> <p>Any additional resources awarded through an EHCP will be allocated in discussion with teachers, parents, external agencies and LA representatives. Provision will take the Graduated Response format. In addition to the termly review meetings, an Annual Review will take place where all parties involved with the child, and the child, will be invited.</p>
<p>What are the name and contact details of the SEN co-ordinator (SENCo)?</p>	<p>Louise Anniss (Tues/Wed/Thurs) and Lisa Scarfe (Mon/Wed/Fri) are our Special Educational Needs Coordinators. They are responsible for the coordination of support for all pupils with SEND and both hold the National Award for SENCo co-ordination.</p> <p>Contact details:</p> <p>louise.anniss@dsmprimary.essex.sch.uk lisa.scarfe@dsmprimary.essex.sch.uk</p> <p>The SEND Governor is responsible for ensuring support is in place for any pupils with SEND and monitoring the effectiveness of school provision.</p>
<p>What expertise and training do staff have in relation to children with SEND?</p>	<p><u>Teachers and TAs</u></p> <p>We have a team of teachers and TAs who have varying degrees of experience and expertise. They all take part in:</p> <ul style="list-style-type: none"> ● In-school training in relation to SEND. Recent training has focused on behaviour management, working memory and speech and language acquisition. ● External training – identified through a needs-analysis, performance management procedures or area of need. ● Performance Management and Standards Meetings (termly). ● Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions.

	<ul style="list-style-type: none"> ● SENCo surgeries to discuss SEN children. ● Regular workshops to train new or less experienced Teachers or TAs. ● In school training is arranged for specific SEN topics and medical diagnosis, for TAs, teachers and Mid-Day assistants ● Class drop-ins to observe and support SEND children and staff in class <p>SENCoS</p> <p>Our current SENCoS;</p> <ul style="list-style-type: none"> ● Have undertaken the SEN National Award of Co-ordination ● Are both fully qualified teachers with numerous year teaching experience across both key stages ● Attend termly SENCo cluster meetings, covering a range of SEN topics with speakers ● Attend termly SENCo up-date meetings ● Have attended numerous SEN courses delivered at a county level and continue to access these as required
<p>What equipment and facilities does Dunmow St Mary's Primary School have for children with SEND?</p>	<p>Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts, visual timetables, play leaders, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, a wide variety of ICT resources. The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>We also run a variety of intervention programmes including, Bug Club Reading and Phonics, Letters and Sounds, Reading Comprehension Support, Maths Support, Gym Trail, and a variety of Social and Emotional Support Groups.</p>
<p>How Does Dunmow St Mary's Primary School consult with parents of children with SEND?</p>	<p>Termly meetings are arranged to update One Plans with the class teacher and parents. Children's targets are reviewed and new targets are set.</p> <p>For some parents, regular structured conversations are offered to ensure good quality discussion between home and school. For some children, home/school communication books are used.</p>
<p>What are the arrangements for consulting children with SEND and involving them in their education?</p>	<p>Children on the SEND register are made aware of their targets and are informed about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them and understands any interventions involved to achieve this.</p> <p>Annual review meetings are held for children with an EHCP to analyse outcomes, set new targets and determine strategies to improve attainment. Children record their views about school on the child view section of the paperwork and are invited to discuss their achievements during the Annual Review meeting.</p> <p>Children with SEND are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p>How are complaints dealt with?</p>	<p>The procedure for complaints is outlined in the School Complaints Policy on the website.</p> <p>If you are unhappy about anything please contact us. We want to build and maintain good relationships and work alongside families to provide the best possible education. From time to time situations arise where parents feel they must state their concern more formally. The procedures set out in our complaints policy explain how we handle such cases.</p>
<p>How can parents get the contact details of support services?</p>	<p>Essex SEND Department has a really useful information and advice service for parents and carers: www.essex.gov.uk/SENDIASS 0333 013 8913 send.iass@essex.gov.uk</p> <p>Free advice is also available from Families in Focus http://www.familiesinfocus.org.uk</p> 
<p>What are the school arrangements for</p>	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></p>

<p>supporting transitions?</p>	<p>At the beginning of a new academic year, the SENCo will inform teachers and their TAs about the SEND children in their class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER TO SECONDARY SCHOOL</u></p> <p>Where children are transferring to Secondary School, the SENCo will meet SENCos of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. Close links are in place with our local secondary schools. Additional transition visits are often arranged depending on the child's needs.</p> <p>Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p>
<p>What does the school provide to support Social and emotional development?</p>	<p>Our pupils' emotional well-being is incredibly important to us. We provide a variety of opportunities for our pupils to support and develop their emotional well-being, including:</p> <ul style="list-style-type: none"> ● Mentoring ● Full time pastoral care team lead by Kara Stock ● Weekly staff discussions regarding vulnerable pupils ● Lunch time buddies and play leaders ● Social skills support
<p>Where can parents get Information on the local authority's local offer?</p>	<p>http://www.essexlocaloffer.org.uk/</p>