



'Imagine, Believe, Achieve'

Dovedale Primary School SEN Information Report

July 2016

Inclusion Managers: Mrs Yvonne Sutton EYFS and KS1

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Dedicated SEN time: 2.5 days for each Inclusion Manager

SEN Governor: Mrs K Jones

Local Offer Contribution:

http://www.dovedalejun.liverpool.sch.uk/keyinfo_detail.asp?Section=3&Ref=385

Our Approach as a School:

All teachers are responsible for every child in their care, including those with special educational needs. We recognise that the barriers to learning for children can be age related and may fluctuate over time.

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school. Our provision management arrangements and processes help us to regularly review and record what we offer all children in our care and what we offer additionally. We make it a priority to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and wider school environment.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



See Local Offer Question 2

Special Educational Needs

Children's SEN are generally thought of in the following four broad areas :

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty saying what they want to,

understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, may have difficulties with social interaction, language, communication, social interaction and imagination.

Area of Need	Examples of Provision	How do we know this has worked?
Communication and interaction	<ul style="list-style-type: none"> • Quality first teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Relevant and specific interventions • Access to additional specialist support as required • Use of specialist equipment where necessary e.g. visual support, Barrier Games, visual timetables • Speech and Language programmes provided by a Speech Therapist • Use of ‘Talk About’ cards in a small group • Elklan Activities • Social skill groups e.g. Time to Talk, Socially Speaking, Talkabout for Children • Advice and support from Abbots Lea Specialist Autism Outreach Service 	<ul style="list-style-type: none"> • Staff, parent and pupil feedback • Observations • Review of IEP targets where appropriate • Parent and pupil meetings • Parents’ evenings • Monitoring pupil progress • Specialist assessment and feedback from observations from external agencies

Cognition and learning

Support may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Area of Need	Examples of Provision	How do we know this has worked?
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary 	Staff, parent and pupil feedback Observations of children in intervention groups and in class Review of IEP and class targets Parent and pupil meetings Parents’ evenings Pupil Interviews Monitoring pupil progress

	<ul style="list-style-type: none"> • Individual targets where appropriate • Access to additional specialist support as required e.g SENISS, EP • Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, coloured exercise books and overlays • Time bound, focussed intervention Groups e.g. Rapid Writing, Numicon Maths, ALS, 1st Class @ Number • 1:1 or 1:2 specialist programmes for children with high needs e.g. Memory Fix, Active Literacy Kit(ALK) 	<p>Progress made in standardised tests</p> <p>Specialist assessments administered by Inclusion Manager</p> <p>Specialist assessment from external agencies</p>
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Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Area of Need	Examples of Provision	How do we know this has worked?
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> • Quality first teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary e.g. work station, individual visuals • Individual targets • Relevant and specific interventions • Access to additional specialist support as required e.g Time out facility • Use of specialist equipment where necessary eg darkened tent, , quiet area, use of timers • Work with mentor • Confidence workshops 	<ul style="list-style-type: none"> • Staff, parent and pupil feedback • Pupil self-evaluation demonstrate increase in self confidence • Observations • Review of targets • Parent and pupil meetings • Parents' evenings • Monitoring pupil progress • Specialist assessment from external agencies • Changing need illustrated through One Page Profiles

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| <ul style="list-style-type: none"> • Time to Talk Group • Socially Speaking Intervention • Talkabout for Children |
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Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities or opportunities available. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

See Local Offer Question 8

(Reference: SEN and Inclusion Policy February 2014)

As of July 2016, we have 88 children receiving some form of SEN Support. Two children have a Statement of SEN which are currently in the process of being transferred to Education, Health and Care plans (EHCP)

Year Group	Number of Pupils at SEN Support	Number of pupils with a Statement or EHCP
Rec	11	1 S
1	12	
2	13	
3	13	2 EHCP
4	12	
5	12	1 S
6	15	2 EHCP

We have internal processes for monitoring the quality of provision and assessment of need. These include data analysis, book scrutiny, a regular monitoring cycle, linking with SLT and other middle leaders, observations of support staff delivering interventions, classroom observations and interviews with children receiving support.

Co-producing with children, young people and their parents

We greatly value the views of the learners and their parents and carers. We listen to their voices in a number of ways:

Action/Event	Who's involved	Frequency
1:1 Target setting Meeting with class teacher	Pupil, class teacher, parents/carers	Termly
Updating One Page Profile	Child, parent/carers, class teacher, Inclusion Manager	Termly, and as required
1:1 Meeting with Inclusion Manager	Parents/carers, pupils Staff	Available at termly parent's evenings Weekly 'Drop In sessions' on Tuesday afternoons
School council	Pupil representatives, DHT, IM, Mentor	Termly
EHCP Annual Review	Child, parents, school, all outside professionals involved	Annually

Staff development and Qualifications

We are committed to developing the ongoing expertise and interest of our staff.

Please see Local Offer question 6

This year, we have provided additional training in phonics, supporting children with reading difficulties, Numicon Maths. Our Inclusion Managers attended the School Improvement SEN Briefing in March and November. We also have 1 day support from a qualified Phonics Counts teacher and have 6 Beanstalk Reading partners.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes developing their independence and preparation for adulthood from the earliest possible age.

Where necessary and appropriate children with High Needs are supported by 1:1 ESAs. Previously funded by the LEA, from April we were required to apply for 'top up funding' from the High Needs Panel to support the continued provision of these roles.

Every class is supported by a TA for the morning. In addition there is a team of Teaching Assistants who deliver intervention, directed and monitored by the IMs. We also have a Graduated Approach to Reading which includes a system of 1:1 Reading partners

Finance

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This provides a robust system for accountability.

See Local Offer Question 10

School External Partnerships and Transition Plans

Academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **9** children and young people with special educational needs or disabilities and we supported **12 children** transition to the next phase in education or employment.

We closely monitor children and young people's destination data.

See Local Offer Question 9

Complaints

Our complaints procedure:

Initially a parent should speak to the class teacher, then the head teacher and /or the

chair of governors (Mr David Bedford). The complaints procedure is available on request.

This year we have 0 complaints that were dealt with following our schools policies and procedures.

What has worked this year

- Effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers.
- Capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting
- The proportion of students at SEN Support and with Statements/ EHC Plan making and exceeding expected progress
- Demonstrating the proportion of young people identified as SEN Support who have continued into education and employment placements after leaving their present educational setting
- Pupils identified as SEN Support are represented in specific groups e.g. School Council, Mini Mentors
- Audit of whole school provision
- New 1 Page Pupil Profiles were trialled by every year group. Children reported that they really liked the process *'I feel like the teachers now know things about me that they didn't know before, like I love swimming in really cold water and know everything about the war!'* Django y5
- Increased visits to Nurseries by IM and/or EYFS Lead to ensure smooth transition into Dovedale Primary
- Smooth Transition from EYFS -> KS1, KS1 -> KS2 and KS2-> KS
- Termly SEND Parent Coffee Mornings have been well received with over 20 parents attending each event and very positive feedback given;

'It was a lovely morning' Yr6 parent .

'Very useful and informative' Yr3 parent



'Can I just thank you and all the TAs for the hard work you put into yesterday's coffee morning. We really enjoyed meeting the wider staff team and found the information shared invaluable. It was relaxed and informal, and I hope that it felt like a great success'
Yr5 Parent

'Please also pass on our thanks to the absolutely fabulous presentations and information shared by all the children who were demonstrating resources. They showcased the materials with a real sense of confidence and pride which was brilliant' Yr 6 parent

- Additional targeted support for EYFS and KS1 for RWI
R W I Phonic target groups throughout y3-6
- SEND pupils represented in extracurricular activities e.g. Gardening Club, Lunchtime Fun Club, Choir
- Use of Provision Mapping software system
- Further developed the referral process for staff concerns over children's needs to ensure a swift response.
- Training for TAs and teaching staff Reading, Numicon, One Page Pupil Profiles
- Training for TAs in Precision Teaching

Further development

Our strategic plans for developing and enhancing SEN provision for next year include:

- Termly meetings with Phase Leaders to discuss children's progress and impact of intervention and to plan provision
- Ongoing involvement in Pupil Progress meetings with teaching staff and SLT
- Half- termly scheduled monitoring of SEND pupil books, SEND readers, learning walks and observations of interventions
- Assessing without levels-ensuring high expectation and correct identification of children with cognitive difficulties and specific SEND
- Administering cognitive ability tests where appropriate (trial in y3 initially)
- Continued high quality training for areas of high incidence SEN and new interventions
- Training for all teaching staff in using PIVATs 5 to track the progress of children working outside of Year Group Expectations
- More detailed feedback to staff re progress in Intervention groups

In preparing this report we have included staff, parents and children through interviewing children in intervention groups and discussion/feedback from parents attending SEND Coffee Mornings.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy
Behaviour Policy
Equal Opportunities Policy
Marking Policy
Teaching and Learning Policy

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014
Equality Act 2010
Mental Capacity Act 2005

Date presented to/approved by Governing Body: July 2016