

Dorney School

Annual Special Educational Needs Information Report and Local Offer

SEN Information Report

The type of SEND provision that Dorney School caters for:

- We are an inclusive school at Dorney School, providing support and guidance to ensure that children are able to achieve their full potential.
- All of our teachers are teachers of SEN.
- We have a team of Teaching Assistants who work in class to support pupils who have been identified as needing additional support, and those with an Educational, Health and Care Plan (EHCP). We have two trained ELSAs in Dorney School.
- We provide both small group and 1:1 interventions. This allows all children to receive support in their access to the curriculum.
- Staff are given opportunities to be trained each year to ensure that their knowledge and understanding of SEN is maintained. This training may be provided by specialist agencies, as well as from the SENCo. SEN training forms part of CPD of all staff and is organised in accordance with the needs of our children.
- When required, support may be purchased for individuals and for staff CPD from Specialist Teaching Services, including the ASD Team. Professionals provide intervention that may involve assessing pupils, supporting class teachers and the SENCo to allow strategies to be developed to meet the needs of SEND pupils. Professionals also may provide staff training.
- Dorney School also has access to other services when required, including Specialist Teaching Service, Pupil Referral Unit (PRU), and an EHC Co-ordinator. School can also seek advice from Speech and Language Therapists and Educational Psychologists. School can also use Language Link to assess children in Key Stage 1 for their speech and language needs.
- We have a link Mental Health Support Worker, who we can refer into for children with social, emotional and mental health needs.
- During a pupils' transfer to secondary school, staff and the SENCo liaise closely with secondary school teachers to ensure a smooth transition occurs. This involves not only a verbal handover, but also a handover of all paper copies of records being sent on. For children who require additional support during transition, further support meetings and visits may be put in place.
- Dorney School does not have a special unit attached to it.

The school's Accessibility policy can be found here:

<http://www.dorneyschool.co.uk/send/>

The School's Policy

The school's policy (including pupils who do and do not have an EHC Plan) for:

a) Identifying and assessing pupils with SEND is:

- Dorney School follows the guidance of the SEN Code of Practice (2015) and uses the graduated approach to the identification and assessment of pupils with SEND.
- Physical or medical difficulties are recorded when pupils are admitted to the school, and entered on the Admissions Form which is signed by the parents. The class teacher is informed, and the information is passed on to the SENCo. If the medical problem is likely to affect the child's ability to learn, such as hearing/visual impairment, the SENCo will record the details, and ensure that staff are aware of the likely problems.
- Parental concerns regarding academic progress, behaviour, social adjustment or communication skills can be discussed in a meeting with the class teacher initially. All details of meetings will be recorded and information will be passed onto the SENCO.
- We use additional and different assessment tools that may be required when a pupil is making less than expected progress. Making less than expected progress can be characterised by progress which is significantly slower than that of their peers starting from the same baseline, if

it fails to meet their previous rate of progress, if it fails to close the attainment gap between themselves and their peers (despite significant intervention) or if the attainment gap widens. Progress is monitored in other areas, for example where a child needs to make additional progress in their social needs in order to be fully integrated into school life or make a successful transition into secondary school.

- If behaviour is causing a concern, it is always considered whether there are any underlying difficulties. Exploration of the possible underlying causes of these needs is undertaken, involving observations and discussion with staff and parents.
- Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life.
- If a teacher has concerns about a child's progress, they may be put onto the monitoring internal list. This is the first step before a child will be formally placed onto the SEN register.
- If a child is to be placed on the SEN register, the class teacher will have a conversation with the parent to make them aware of this. At this point, the SENCo will also be informed and will formally place a child onto the SEN Register.

b) Evaluating the effectiveness of its provision for pupils with SEND is completed through:

- Using each SEN pupil's SEN Support Plan (SSP) to measure progress and achievement
- Evaluation of the SSP 3 times a year using staff, children and parents
- Use of assessment information to track progress half termly using the school's assessment system
- Use of assessment pre and post intervention
- Close monitoring of attainment and progress of SEN pupils by SENCo
- Monitoring of classroom practice by the Head Teacher, SENDCO and subject leaders.
- Ongoing teacher and TA observations of the child in the daily classroom setting.
- Differentiated short-term planning by the Class Teacher to meet the child's needs.
- Discussion at an appropriate level with the child about their progress.
- Discussion with parents about the child's progress.
- Discussion with outside agencies about the child's progress.
- Regular monitoring of procedures and practice by the SEND Governor.

c) Assessing & reviewing the progress of pupils with SEND is completed through:

- Analysis of pupil tracking data and test results for individual pupils and for cohorts.
- Pupil progress meetings
- Analysis of data for pupils on the SEND register.
- Monitoring the relevant actions on the School Development Plan.
- Feedback from parents / carers, pupils and staff, both formal and informal, at various points during the year.
- Meetings to produce SSP's and targets, revise provision and celebrate success.

The School's approach to teaching

- **The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan):**

Our fundamental aim is to enable each pupil to be all that they can be and achieve what they are capable of – unlocking potential and removing barriers to learning is the commitment of our school. We work in partnership with all of our families and with external agencies. We take specific action to create effective learning environments, securing pupils' motivation and concentration, providing equality of opportunity and using appropriate assessments in order to set suitable targets for learning. Quality first teaching takes place in each classroom alongside high expectations of each pupil. Provision for SEN pupils is the responsibility of every member of staff, with the Governing Body, the Headteacher and the SENCo having the additional responsibility of ensuring that provision is appropriately tailored for children with SEN. A continuous cycle of planning, teaching and assessing is embedded which takes account of the wide range of abilities and interests of our pupils. Pupils with SEN will receive support that is additional to or different from the provision made for other pupils. All of our teachers take account of pupil's SEN in planning and assessing; they provide appropriate support for communication, language and literacy needs. They plan to develop pupils' understanding through

the use of a range of aids and experiences; they help pupils to manage their behaviour in order to take part in learning effectively.

a) *By adapting the curriculum & learning environment is:*

The curriculum is differentiated to enable all pupils with additional needs to have full access. This may be done through additional scaffolds for learning, adult support for small groups, the format of a lesson, provision of alternative recording methods, provision of alternative location for completion of tasks. We endeavour that all classrooms are ASD friendly, including the use of visual timetables, personalised timetables and prompt/sequence cards as necessary. Visual schedules and quiet work stations are also created when needed. We endeavour to ensure that all classrooms are dyslexia friendly, using labelled resources, word mats, writing frames, and modelled and shared writing opportunities. We also endeavour to ensure that all classrooms are speech and language friendly, including the use of verbal feedback, chunking of instructions, as well as the pre – teaching of vocabulary, where appropriate.

b) *With additional support for learning:*

Teaching assistants deliver a number of interventions throughout the school. This support may either be one to one or on a small group basis. We follow the Code of Practice for SEN. We scaffold the mastery curriculum to ensure that the needs of all children are met. We implement the pupil's SSP with targets that are reviewed often. School always acts on the advice received from external agencies, working closely with speech and language therapists and specialist teachers to ensure the best provision for each pupil. Specific resources or strategies are in place for a number of pupils following the recommendations of external agencies. We endeavour to remove all barriers to participation of activities whatever there are. If we are unsure of what to do, we would seek advice from the external professionals supporting the child.

c) *Through improving the emotional and social development of pupils with SEND is:*

- Where a child may benefit from one to one pastoral time with a trusted adult, this support is provided for as long as the child feels it is necessary.
- Sometimes it is a pupil's emotional and social development that is in need of support. When needed, we have created social skills groups to work on this aspect of pupil's skills.
- Through access to expertise from the Local Authority's specialist teaching service, access to specialist advice from CAMHs and access to specialist advice from our School Mental Health Support Team.
- We run ELSA Support for identified children to help support them with emotional and social development.

The School's facilities

The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

- Dorney School is DDA compliant. The school is fully accessible to wheelchair users. The school also has a disabled toilet and safety markings around the grounds which are kept clear for the visually impaired.
- The school has a medical room which can be made private for those who need to manage their own ongoing medical needs.
- A clear plan of how to adapt the school building to ensure provision is accessible to all pupils, including a list of equipment needed and local suppliers.
- Modifications to teaching are made to include all children's learning needs.

The School's training

a) *The school's arrangement for training staff in relation to pupils with SEND is:*

- In house training drawing on staff expertise managed and co-ordinated by the SENCo.
- CPD programmes provided by both Bucks CC and relevant outside agencies.

b) *Specialist expertise is obtained by the school by:*

- Identifying the child's needs and requirements discussions with parents, teachers and SENDCO.
- SENDCO working with Bucks CC support and other local outside agencies.

The school's consultation

The school's arrangements to consult with and involve:

a) *Parents/carers of pupils with SEND about the education of their child/ young person is:*

- Throughout the year, there are 2 parent's evenings and there is an end of year annual report for each pupil.
- Parents are invited to attend SSP meetings on a termly basis. These are evaluated with parents and recommendations for new targets are discussed. This includes supporting pupils in the home settings.
- Parents are also welcome to arrange meetings with their child's class teacher, SENCo and Headteacher to discuss any concerns that they may have.
- Special care is taken at transition to secondary school and the SENDCO can provide additional transition support. During this time parents have an extra opportunity to put their views across.

b) *Children/ young people about their education is:*

- SSP targets are reviewed with pupils. We encourage this self – evaluation throughout the school, and pupils are supported to think of areas for development and how best to develop in these areas in school and home. Pupils are asked what has helped their learning success so this can be built upon.
- Pupil survey forms are used at annual reviews to obtain pupils' views about their SEN, the support they receive and any modifications to this support which they feel would be helpful to them.
- Other opportunities for consultation about the education they are receiving come from School surveys, through House Captains, Eco Council or the School Council.

The School's partnerships

a) The school's governing body involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by:

- External support services play an important part in helping school identify, assess and make provision for pupils with SEN. The school may seek advice from specialist advisory teachers.
- The speech and language therapy and occupational therapy services involved with individual children support the school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children. School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our pupils with SEN.

b) The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

- Transition arrangements are very important. The SENCo will visit pre – schools with the Foundation Stage Leader when appropriate
- During Year 6, for pupils with SEN, there is a liaison with the SENCo of the receiving secondary schools to ensure that all information is passed on. This ensures that the move can be as smooth and supported as possible. Other forms of support for transition can be developed, such as arranging additional visits for vulnerable pupils.
- Year 6 pupils with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by sharing information about special arrangements. We ensure that all records are passed on as soon as possible. If required, the SENCo will attend primary/secondary transition meetings to discuss the specific needs of pupils and the nature and level of support that has the most impact. In some cases, additional visits to or from the new school may be arranged.
- The school does collaborate between many education providers and other settings. The EYFS Leader and the SENCo attend nurseries to ensure that there as much information gathered about children joining from pre schools who may have special educational needs.

Joining in an academic year

- If a child joins the school during an academic year, we will do our best to make sure they settle as quickly as possible.
- The class teacher will introduce themselves to the parent and child before school starts and answer any questions.
- A class buddy will be allocated to the child so that they have someone to show them around the school, help to introduce them to new friends and support them during playtimes and lunch times.

The school communicates the contact details for the support listed above to pupils with SEND and their families by:

- Face-to-face discussions and meetings, telephone calls, website links and information leaflets.

The School's key contacts

The name and contact details of the school's Headteacher and SEND Co-ordinator:

Headteacher: Mrs Sharifah Lee

Email: office@dorneyschool.co.uk

Tel: 01628 670871

SENDCO: Mrs Sarah West

Email: office@dorneyschool.co.uk

Tel: 01628 670871

The contact for compliments, concerns or complaints from parents of pupils with SEND?

Headteacher: Mrs Sharifah Lee

Email: office@dorneyschool.co.uk

Tel: 01628 670871

The school's Complaints policy can be found here:

<http://www.dorneyschool.co.uk/policies/>

The School's link to the Buckinghamshire Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email familyinfo@buckscc.gov.uk