



## Dalmain Primary School's Information Report (SEND)

### SEN Information Report 2018-19

In line with the DfE Criteria (2017) the school is compliant with **The Children and Families Act 2014** [www.education.gov.uk/school/pupilsupport/sen](http://www.education.gov.uk/school/pupilsupport/sen), Regulation 51 and schedule 1 of Needs and Disabilities regulations 2014 and Section 6 of the "Special needs and disability Code of Practice 0-25 years."

Lewisham's 'Local Offer' gives information, relating to all the services and support available across education, health, social care and the voluntary sector, with the aim of making this information more accessible and transparent to families and the professionals who work with them. The Lewisham Offer is available on [www.lewisham.localoffer.org.uk](http://www.lewisham.localoffer.org.uk)

At different times in their school life, a child may have a special educational need/s. The Code of Practice defines SEND (Special Educational needs and Disabilities) as follows:

*A child or a young person has SEN, if he/she has a learning difficulty or a disability which calls for special education provision to be made for him/her. A child of a compulsory school age or a young person has a learning difficulty, if he/she:*

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) Has a disability which prevents or hinders him/her from making use facilities of a kind generally provided for others of the same age in the mainstream school or mainstream post-16 institutions*

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite inclusive, high quality teaching that has been targeted at specific areas of difficulty, it may be that the child has SEN. Further information will then be gathered from teachers and assessments, and the views of the parents and the pupil will also be sought. There can be many reasons for a child "falling behind". These may include absences, attending different schools, difficulties with speaking English or worries that distract them from learning.

The school understands that the children who experience these barriers are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

### **Which special educational needs are provided for at this school?**

Alongside the universal curriculum support may be given in the following areas:

- **Cognition and learning**  
*moderate learning difficulties, specific learning difficulties, dyslexia, dyspraxia*
- **Sensory, Medical and Physical**  
*hearing or visual impairment, sensory processing difficulties, epilepsy*
- **Communication and Interaction**  
*Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties*

- **Social, Emotional and Mental Health**

### **Who are the best people to speak to in school about my child's difficulties in learning/special needs or disability?**

If you have any concerns about your child's progress, you should speak to your child's class teacher. **The class teacher** is responsible for:

- Checking the progress of their children, identifying, planning, differentiating and delivering any additional help your child may need. This could be targeted work or additional support
- Informing the Special Education Needs/Disabilities Co-ordinator of concerns (SENCo)
- Writing Pupil Progress Targets or an individual Learning Plan to be shared and reviewed termly with parents and the SENCo
- Writing and implementing their class provision map to ensure all needs are catered for
- Ensuring that the school's SEND Policy is followed

The class teacher can be contacted via the School Office on 020 8699 2675 and a convenient appointment can be arranged.

The **SENCo** Hannah Thurley is responsible for:

- Developing and reviewing the school's SEND policy
- Co-ordinating the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
  - a) involved in supporting your child's learning
  - b) informed of the support your child is receiving
  - c) involved in reviewing your child's progress
- Liaising with outside agencies that help to support your child's learning, e.g. Speech and Language Therapy, Educational Psychology Service, Occupational Therapist
- Updating the school's SEND list to ensure that all the SEND needs in the school are known
- Updating the school's list for children with medical conditions and allergies and ensuring all staff have access to this
- Providing the specialist support and training for teachers and support staff in the school, so that, pupils with SEND can achieve their full potential
- Reporting to the Governing Body of the school

The SENCo can be contacted via the School Office on 020 8699 2675 and a convenient appointment can be arranged.

The **Headteacher** Erika Eisele is responsible for:

- The day to day running of the school which includes the support for children with SEND
- Ensuring that your child's needs are met
- Ensuring the Governing Body is kept up to date on issues relating to SEND

The **SEND Governor** Tracey Butler-Wright is responsible for:

- Ensuring the necessary support is in place for any child with SEND who attends the school
- To be available to listen to any concerns a parent may have concerning SEND and to inform the school

The SEND Governor can be contacted via the School Office on 020 8699 2675 and a convenient appointment can be arranged.

## **What support is available at Dalmain for children with SEND?**

The support can vary depending on the needs of your child. It could be one of the following:

- a) Whole class inclusive, high quality teaching – lessons are tailored and differentiated to the needs in the classroom.
- b) Specific group work interventions, which may be:
  - Run in/outside the classroom in a designated intervention area
  - Run by a teacher or a Teaching Assistant
  - Specialist programmes run by outside agencies such as Occupational or Speech and Language therapists
- c) Specific Individual support. This type of support is available for children whose needs are severe, complex and lifelong. This is usually provided by an Educational, Health and Care Plan (EHCP). This means your child has been identified by professionals, as needing a particularly high level of individual or small group teaching. All persons involved in this type of support meet regularly to discuss provision and progress against identified outcomes.

## **What school policies are in place for identifying children and young people with SEND and assessing their needs?**

Dalmain has a SEND Policy that links to many other school policies. These include: Assessment Policy, Safeguarding Policy, Anti-Bullying Policy, Teaching and Learning Policy and Single Equality Policy.

These policies can be found on the school website [www.dalmain.lewisham.sch.uk](http://www.dalmain.lewisham.sch.uk) or are available on request from the school.

## **What arrangements for consulting parents of children with SEND and involving them in their child's education do we have?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school.

- The SENCo and Learning Mentor are available to meet with you to discuss your child's progress and any concerns or worries you may have
- For children with an EHCP review meetings with parents and all relevant professionals are held annually
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child
- All information from outside professionals will be discussed with you by the person involved directly or, where this is not possible, in a report
- Personal progress targets will be reviewed termly with Class Teachers and with your involvement twice a year at Parent's Evening
- Homework will be adjusted to your child's individual needs when required
- Parents of SEND children are often invited to help support their child on a school trip

## **What arrangements do we have for consulting children with SEND and involving them in their education?**

At Dalmain we feel it is important to gather the views of the child to make sure they are benefiting from the provision.

- Children with SEND are on the school council and eco council.
- Children's self-assessment is an integral part of the teaching and learning in class.
- Children are encouraged to voice their own opinions
- The SENCo interviews children to discuss the interventions that they are receiving
- The Senior Leadership Team carry out regular pupil voice surveys on all aspects of school life

### **What arrangements are there for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**

Arrangements for assessing and reviewing children's progress can be found in Dalmain's Assessment Policy on the school website.

Every teacher at Dalmain is committed to the achievement of every child so that they are able to fulfil their potential.

- All staff continuously review progress throughout lessons and interventions through questioning, observing and marking.
- Pupil Progress Meetings –the Headteacher, Assessment Coordinator, SENCo and class teacher meet termly to discuss children's progress. During these meetings a collaborative discussion takes place regarding the progress of individual children. Decisions are made on provision needed to be put in place to secure progress.
- Termly meetings (usually at a Parent's Evening) will be held with the teacher, SENCo, parent and child (if appropriate) to assess and review progress for children with SEND. Where appropriate external agencies will be invited to attend the review. Provision maps are reviewed at this time with new targets being set for the following term.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education with targets reviewed termly to ensure progress is made through the year.
- Parent/pupil questionnaires are carried out twice a year at Parent's Evening in which parents are asked to give feedback on various aspects of school life including the progress of their children.

### **What arrangements are in place to support children and young people when moving between phases of education?**

- We encourage all new children to visit the school prior to starting with us. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and their needs are discussed. For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings.
- Where appropriate the child will be provided with a social story which contains visuals and information to relieve anxiety about moving between classes/phases of education.
- A tailored transition programme will be created and put in place to support the child

### **Early Years Foundation Stage**

Home visits with EYFS staff are held prior to starting in nursery. If appropriate, children are also visited in their current setting. Transition meetings are held for specific children who are likely to find transition challenging. This will include parents, the SENCo, class teachers and any outside agency involved.

## **KS1 – KS2**

Transition meetings are held for specific children who are likely to find transition difficult. This will include parents, the SENCo, class teachers and any outside agency that has been involved.

### **Year 6 – Secondary School Transfer**

- Secondary transfers are arranged in Year 5 for children with an EHCP.
- The SENCo and Learning Mentor attend an information sharing day arranged by the borough to speak with SENCos from secondary schools to transfer all relevant information.
- Visits can also be arranged for a child to visit their new secondary school outside of the usual transition visit.
- Children in Year 6 receive specific support and interventions that focus on building independence and coping with change.

## **What is our approach to teaching children and young people with SEND?**

Every member of the school community recognises and values their role in actively providing pupils with an education of quality. Our aim is to keep the child at the centre of learning, developing their skills for adult life and nurturing them towards achieving their full potential. Teachers have high expectations of every child.

- All pupils receive inclusive, high quality teaching and a differentiated curriculum to meet the variety of needs within the classroom. This means that the teachers adapt and vary their teaching to meet the different learning styles and needs in the classroom.
- In addition to this, individual and group interventions by teachers and teaching assistants provide extra support to those children who may need a more specific and targeted approach to particular areas within their learning.
- For those children whose learning needs are severe, complex and lifelong, individual support may be provided usually via an Educational, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- We believe in full parental involvement at every stage.

## **How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**

- Every classroom is inclusive and supports a wide range of needs.
- Visuals and working displays are used to support children's learning.
- A visual timetable is used in every classroom.
- Class work is differentiated so that it is pitched at an appropriate level to ensure all children are able to access it according to their specific needs.
- The teachers take into account that children may be visual, auditory or kinaesthetic learners and provide a range of opportunities, resources and activities throughout the day to support this. Specific strategies, as suggested by the SENCo or other SEND professionals, are put in place to support your child to learn.
- Children are positioned strategically in the classroom (for example if they have a visual impairment or hearing impairment they will be seated at the front).
- Our Inclusion Team can provide 1:1 or small group support for children with a social or emotional need (SEMH)
- The learning environment is also adapted for individual needs for example children with autism (ASD) may have an individual work station and visuals to support them in class.

- Where necessary access arrangements for tests can be made such as: extra time, a scribe, a reader or a quieter environment.
- Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs).
- The class teachers all use a provision map to record the interventions taking place in their class. This enables the class teacher and SENCo to regularly monitor their effectiveness.

### **How do we ensure the expertise and training of staff to support children and young people with SEN, including specialist expertise, will be secured?**

The SEN Team, led by the SENCo, are trained in many areas that include Specific Learning Difficulties, bereavement, autism, Drawing and Talking, speech and language and conflict resolution.

The SENCo leads Professional Development Meetings to ensure all staff develop an up to date and comprehensive understanding of teaching children with SEND and the different strategies and resources available to do so. The SENCo also delivers fortnightly training for Teaching Assistants which is targeted to address specific areas of need within the school.

Outside professionals are also invited in to deliver whole school or year group specific training on areas such as ASD, Speech and Language, Sensory Needs and where necessary, teachers are sent on courses and training on needs specific to their class.

### **How do we evaluate the effectiveness of the provision made for children and young people with SEND?**

- The school follows the cycle of Assess/Plan/Do/Review as stated in the new SEND Code of Practice.
- Class teachers assess children's learning in all lessons, noting areas or improvement and where further support is needed.
- Termly teacher assessment ensure that each child's progress is tracked
- Pupil Progress meetings ensure provision is regularly reviewed and adapted as necessary to ensure it is having an impact on the child's learning
- Where necessary, we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties.
- All interventions are carefully selected using national research data
- Dalmain uses Provision Maps to evaluate the effectiveness of interventions. At the beginning of the intervention an assessment is carried out to ascertain 'entry' data. This is repeated at the end of intervention to see the impact. If the intervention is not having the desired impact it is changed or adapted. The provision maps are regularly monitored by the Class Teacher and SENCo.
- Intervention programmes provided by external specialists are also subject to monitoring of impact.
- Regular book scrutinies and learning walks are carried out by members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

Dalmain has a strong focus on educating the whole child and therefore provides many musical, sport and cultural opportunities for all children. Every child is encouraged to take part in a club of their choice.

The SENCo monitors the involvement of the children with SEND and encourage the children to take part in an activity where they are able to 'shine'.

Risk assessments for every trip and activity ensure arrangements are put in place to enable all children to have access.

Information and training is provided for all staff on how to manage a child's needs through the provision of Passports for Learning.

Lessons are differentiated to give all children access to the learning.

Specific strategies to support children such as the use of coloured overlays, social stories, visuals, concrete resources, adult support or adapted equipment are provided when necessary.

## **What support do we offer for improving emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and supported. These needs can manifest themselves in a number of ways.

We have a caring, understanding ethos and are an inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. We make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.

- As a nurturing school, all our vulnerable pupils are known to staff
- The school staff greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- All classes follow a structured PSHE (Personal, Social, Health and Emotional) curriculum that involves regular Circle Times
- The Inclusion Team work with children and families who need emotional support
- We have a group of Young Leaders to provide positive role models and support to children in the playground
- There are rigorous arrangements in place such as the 'Bullying Box' to ensure that all children know how to report bullying
- The school holds a yearly 'Anti-bullying Week' where the children are reminded of what bullying is and how to deal with it
- The playground has a 'quiet zone' where children who find playtime challenging can go

## **How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting the needs of children and young people with SEND and supporting their families?**

You may be asked to give your permission for the school to refer your child to an external agency. This will help you and the school to understand your child's particular needs. The specialist professional will assess your child and make recommendations.

The professionals may be from:

- Local Authority central services, such as the Education Psychology Service, Speech and Language Therapy or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as Paediatricians at Kaleidoscope, Health and Social Care, Child and Adolescent Mental Health Service (CAMHS) and Children's Centres
- 'Bought in' outside agencies such as ASD Outreach Team (Drumbeat), Specific Learning Difficulties Support Team or additional speech and language therapy.

- We also welcome support and advice from recognised voluntary organisations such as the Dyslexia Association and Lewisham's Signal ASD parent group.

Lewisham's local offer is available on this website: <http://www.lewishamlocaloffer.org.uk/#/>

## **How do we support children and young people looked after by the local authority who have SEND?**

The school has a designated person who is responsible for the children who are looked after by the local authority.

- He/she will ensure that they have a Care Plan (a Personal Education Plan (PEP) and a Health Plan) and involves parents and carers as well as foster carers or social workers in any discussions.
- A range of pastoral care is available for children who are 'looked after' in the local authority from the Inclusion Team.
- A range of catch up interventions are also available if a child has been out of school for a period of time.

If appropriate we will seek the advice of: Lewisham Virtual School:

<http://lewishamvirtualschool.org.uk/about/about-us/>

## **Who can I contact for further information or to discuss a complaint?**

We welcome feedback from parents.

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet with the SENCo or the Headteacher.

It is hoped that a solution would be reached between the school and the parents but, if a problem still exists, parents may seek the advice of the SEND governor and if a child has an EHCP, the Local Authority.

Parents may also be signposted to SENDIAS (Special Educational Needs Disability Inclusion Service). As a last resort parents have the right to go to an independent SEND tribunal.

**Date of Completion: November 2018**