



Dalmain Primary School SEND Information Report 2023-24

All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and a school offer. The school offer is part of the wider Local Authority Offer <https://lewisham.gov.uk/localoffer> and is based on the requirement for all schools to outline the support available to children with SEND.

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.

At Dalmain, we believe in always placing the child at the centre of learning, thereby offering an inclusive curriculum. The necessary provision is in place to ensure that every pupil is able to achieve their full potential in a safe, welcoming and happy learning environment. We strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of an ever-changing future.

We are fully committed to meeting the needs of young people from 3-11 with a learning difficulty, disability, disadvantage or special educational need.

For information on how our school aims to treat all pupils fairly and with respect and provides access and opportunities for all pupils without discrimination of any kind (under the Equality Act 2010), please see our Accessibility Plan: [download.asp \(dalmain.lewisham.sch.uk\)](download.asp(dalmain.lewisham.sch.uk)).

This document outlines the support available to learners at Dalmain Primary School.

1. Which kind of special educational needs are provided for at Dalmain?	2
2. Who are the best people to speak to in Dalmain about my child's difficulties in learning/special needs or disability?	2
3. How does Dalmain identify pupils with SEND and assess their needs?	2
4. What support is available at Dalmain for pupils with SEND?	3
5. How do we involve parents/carers and pupils in their education?	4
6. In what ways do we assess and review progress?	5
7. How do we support pupils during admissions and transitions?	5
8. What is our approach to teaching pupils with SEND?	6
9. How do we adapt the curriculum to meet the needs of your child?	6
10. How are staff in the school helped to support pupils with SEND?	7
11. How do we evaluate the effectiveness of the provision?	7
12. How are pupils with SEND enabled to engage in activities available to pupils who do not have SEND?	7
13. What support do we offer for improving emotional and social development?	7
14. Who are the other professionals who may be involved with my child at school?	8
15. How do we support pupils looked after by the local authority who have SEND?	8
16. Who can I contact for further information or to discuss a complaint?	9



1. Which kind of special educational needs are provided for at Dalmain?

Dalmain provides additional and/or different provision for children whose needs fall into one or more of four broad areas of need, as identified in the SEND code of Practice (2015):

- Cognition and learning
- Sensory, Medical and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

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

The **class teacher** is responsible for checking the progress of their class through identifying, planning, differentiating and delivering any additional support your child may need. If you have any concerns regarding your child's progress, you should firstly speak to your child's class teacher. The class teacher can be contacted via the School Office on 020 8699 2675 or through emailing admin@dalmain.lewisham.sch.uk and a convenient appointment can be arranged.

The **SENDCo**, Hannah Thurley (Gosia Ricote deputising) is responsible for Co-ordinating the support for children with special educational needs or disabilities (SEND) across the school. She works predominantly with children in Year 2-6. If your child is in EYFS or Year 1, then Ms Sewani will be overseeing the SEND support for your child. Ms Thurley (Gosia Ricote deputising) and Ms Sewani work together as part of the Inclusion Team alongside Gisela Wilkinson, our Safeguarding and Behaviour Lead. The Inclusion Team work closely with both class teachers and outside agencies to support your child's learning. Both Ms Thurley (Gosia Ricote deputising) and Ms Sewani can be contacted via the School Office on 020 8699 2675 or through emailing senco@dalmain.lewisham.sch.uk.

The **Headteacher**, Erika Eisele is responsible for the day-to-day running of the school, which includes the support for children with SEND. She ensures that your child's needs are met and the Governing Body is kept up to date on issues relating to SEND. The Headteacher can be contacted via the School Office on 020 8699 2675 or through emailing admin@dalmain.lewisham.sch.uk.

3. How do we identify pupils with SEND and assess their needs?

Class teachers use a wide variety of assessments in their day-to-day teaching that may identify children who need additional support.

At Dalmain, we use an online tracking program called *Insight*, which monitors the progress and attainment of children across the school. Teaching staff have regular opportunities to discuss the progress of the pupils in their class through termly pupil progress meetings with the Deputy Head. We also use a programme called *Provision Mapper* where teachers can log and monitor the provision and targets in place each term to support your child's learning journey. Teachers will also meet with the SENDCo team each half term to discuss pupils who have additional needs and those being monitored. The views of the parents and the pupil will also be sought. Based on discussions during these meetings, a child may be identified as needing extra support in addition to the Universal Provision already in place. We follow the Assess Plan Do Review cycle as set out in the Graduated Approach to ensure that our provision meets the needs of all children at Dalmain.



4. What support is available at Dalmain for pupils with SEND?

Staff at Dalmain support all children to achieve their full potential. In the first instance, this is achieved through quality first teaching in class and is a universal approach available to all children.

Universal – Available to all High quality teaching that is differentiated and personalised, will meet the individual needs of the majority of children and young people.			
Cognition and learning	Sensory, Medical and Physical	Communication and Interaction	Social, Emotional and Mental Health
<ul style="list-style-type: none"> • High quality curriculum differentiated to meet needs • Online learning programs e.g. <i>Sum Dog</i> • Workstations, sand timers and task boards • Modelling • Repetition • Formative Assessment Boosters (FABS) • Writing frames • Word banks • Sound mats • Personalised bookmarks • Visuals and concrete resources • Small group work and Talk Partners • Colourful Semantics • <i>Widgit Online</i> software 	<ul style="list-style-type: none"> • High quality PE curriculum • Writing slopes • Pencil grips • <i>Penpals</i> handwriting • Sensory toys • Wiggle cushions • Movement breaks and heavy work • Sensory Circuits • Ear defenders • <i>Writedance</i> 	<ul style="list-style-type: none"> • Explicit vocabulary teaching • Simplified and clear language • Talk partners • Opportunities for talk to support learning • Opportunities for high quality play • Broken down instructions • High quality modelling by adults • Visual timetables • Inclusive learning environment • Social stories • <i>Widgit Online</i> software • Play Leaders 	<ul style="list-style-type: none"> • Positive behaviour policy • Building positive relationships • Positive praise and affirmation • Good news postcards • Clear and consistent structure and routines • PSE curriculum • RSE curriculum • Zones of Regulation • Calm zone in the classroom • Young leaders • Forest School • Pupil voice • School council • Eco council • Movement breaks • Sensory Room • Visual timetables • Supportive and constructive feedback • Support with transition • Ear defenders

If, through discussions with the class teacher, SENDCo and parents, a child has been identified or suspected of having a SEND, targeted support will be provided.

<p align="center"> Targeted – Available to those who need it Support that runs alongside quality first teaching for children with SEND or suspected SEND. </p>
--



Cognition and learning	Sensory, Medical and Physical	Communication and Interaction	Social, Emotional and Mental Health
Precision teaching 1:1 reading 1:1 phonics Small group reading sessions SEND Maths mastery Over learning and pre-teaching Writing conferences FABs NESSY screeners	Use of Rainbow Room and Sensory Room Sensory circuits Brain breaks (bilateral and cross lateral movements) Fine motor skills Gross motor skills Penpals handwriting intervention Writedance	Visual timetables Language groups Language for Thinking Small group phonic support Social stories Social skills groups e.g. Social Thinking and Doing curriculum & Lego Therapy	Zones of Regulation Personalised behaviour support plan Circle of friends Integrated Arts Art Therapist Lego Therapy Emotions Toolkit

If a child has severe or complex needs they are likely to require more support than the Universal and Targeted offer. These services will require an assessment of need.

Specialist – Available to those who need it			
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.			
Cognition and learning	Sensory, Medical and Physical	Communication and Interaction	Social, Emotional and Mental Health
Educational Psychology advice, support and assessment Speech and language therapy advice, support and assessment	ICT and assistive technology Sensory Teachers advice, support and assessment Occupational Therapy advice, support and assessment Drumbeat advice, support and assessment	1:1 SALT sessions Educational Psychology advice, support and assessment Drumbeat advice, support and assessment Speech and Language therapy	Educational Psychology advice, support and assessment Early Help referrals CAMHS advice, support and assessment Local Authority Inclusion Team advice, support and assessment

Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and interventions will be dependent on need, funding and specialist teacher/services available.

Specialist support for a child does not always require direct contact between the specialist and the child; it can be in the form of advice and discussion with the school.



5. How do we involve parents/carers and pupils in their education?

We have an open door policy and will always make ourselves available to you within a reasonable timeframe. We actively listen to what parents and carers tell us about their children and we use that information to ensure everyone who works with a child understands their needs.

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

Children's self-assessment is an integral part of the teaching and learning in class, children are encouraged to voice their own opinions and to reflect on their learning. The SENDCo regularly interviews children to discuss the interventions that they are receiving and the progress they are making.

All children contribute to a section of their school report, where they are encouraged to reflect on what they have enjoyed, the progress they have made and what they would like to improve the following year.

6. In what ways do we assess and review progress?

Daily high quality teaching and learning enables staff to continuously review the progress of all children through their questioning, observations and marking.

Parent Teacher meetings are held twice a year. During these meetings, you will have an opportunity to speak with your child's teacher and discuss any areas of need and how these will be addressed using the above methods.

Termly Pupil Progress Meetings and half termly SEND meetings enable the Deputyhead, Inclusion Team, class teachers and teaching assistants to meet. During these meetings, a collaborative discussion takes place regarding the progress of individual children. Decisions are then made on what provision is needed to be put in place to secure progress for the coming term.

For particular children, more in-depth assessments may be required. These may be carried out by the Inclusion Team, who have had specific training in supporting these needs. In addition to this, we may also ask external professionals such as Speech and Language or Educational Psychologists to carry out assessments and suggest targets and strategies to be put in place. This is particularly in the case when we may be considering applying for an Education, Health and Care Plan (EHCP).

The progress of children with an EHC Plan will be formally reviewed at an Annual Review meeting. All adults involved with the child's education are invited to discuss progress, review targets and where appropriate set new targets.

7. How do we support pupils during admissions and transitions?

We understand that transition is a crucial time for children and can cause feelings of anxiety and fear. We plan transitions well in advance to ensure they run smoothly and successfully, they are carefully managed both within and across settings.

A tailored transition programme will be created and put in place to support each child. This will vary according to the particular need of the child. 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. All information is always transferred securely, either by Egress or Signed For mail.

All children starting in our Nursery and Reception classes will have a home visit from the class teacher.

Transition meetings are held for specific children who are likely to find transition challenging. This can include parents, the Inclusion Team, class teachers and any outside agency involved. For children with special educational needs or a disability we may facilitate a phased transition to help the child to acclimatise to their new surroundings.

Where appropriate the child will be provided with a social story and/or transition book, which contains visuals and information to relieve anxiety about moving between classes/phases of education.

Children in Year 6 receive specific support and interventions that focus on building independence and developing strategies for coping with change. The SENDCo and the Safeguarding and Behaviour Lead attend an information-sharing day arranged by the Local Authority to speak with SENDCos from secondary schools to transfer all relevant information.

For full details of the arrangements that we make to support children in admissions and transitions, please see Appendix A

8. What is our approach to teaching pupils with SEND?

Class teachers know the profile of their class and individual needs; as a result, all pupils receive inclusive, high quality teaching and a differentiated curriculum to meet the variety of needs within the classroom.

All staff have access to regular training, advice and resources to enable them to continue to ensure they are able to meet the needs of all children within the classroom.

Classes are well resourced and for children with additional needs, specialised equipment such as writing slopes, ear defenders, iPads and sensory aids are provided if required.

A visual timetable is used in every classroom and visual prompts are used to support independent learning.

The teachers take into account that children may be visual, auditory or kinaesthetic learners and provide a range of multisensory opportunities, resources and activities throughout the day to support this.

The learning environment is also adapted in order to meet individual needs. Rooms are well organised and displays and visuals are carefully chosen to promote learning and support learning.

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. Well planned Talk Partners or Individual Workstations also support children access the classroom environment.

Individual and group interventions run by teaching staff 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 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 support.



9. How do we adapt the curriculum to meet the needs of your child?

At Dalmain, we strongly believe that all children should have access to a high quality curriculum. In most cases, a child's needs will be addressed through Quality First Teaching in the classroom and by adapting our teaching styles, environments, resources and groupings. In some cases, where a child is working well below their expected age in English and Maths, the curriculum may need to be adapted to meet these needs.

10. How are staff in the school helped to support pupils with SEND?

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

The SENDCo 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 SENDCo also delivers training for Teaching Assistants and Play Leaders, 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 for needs specific to their class.

11. How do we evaluate the effectiveness of the provision?

The school follows the cycle of Assess/Plan/Do/Review as stated in the SEND Code of Practice (2015). Reviewing provision is part of our everyday practice where class teachers assess children's learning in all lessons, noting areas of improvement and where further support is needed. At Dalmain, we use Provision Map software 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.

Members of the Senior Leadership Team carry out regular book scrutinies, learning walks and pupil voice interviews to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Termly teacher assessments track every child's progress and Pupil Progress meetings ensure provision is regularly reviewed and adapted as necessary in addition to the half termly SEND meetings.

12. How are pupils with SEND enabled to engage in activities available to pupils who do not have SEND?

In supporting children with SEND, we adhere to the guidance in the Equality Act 2010. Whenever possible we provide additional support so that children can be as fully involved as possible. We complete risk assessments for every trip to ensure arrangements are put in place to enable all children to participate.

Dalmain has a strong focus on educating the whole child and therefore provides many musical, sport and cultural opportunities. Every child is encouraged to take part in a club of their choice. The Inclusion Team monitor the involvement of the children with SEND and encourages the children to take part in an activity where they are able to shine.



13. What support do we offer for improving emotional and social development?

Dalmain is proud to be a founding member of Lewisham's Mental Health and Wellbeing Hub. 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 recognise that some children have extra emotional and social needs that need to be developed and supported and that these needs can manifest themselves in a number of ways. We are a trauma informed and attachment aware school; all staff have had training in how to effectively support children using these strategies.

All classes follow a structured PSHE (Personal, Social, Health and Emotional) curriculum that involves regular Circle Times and follow the Zones of Regulation curriculum.

There are rigorous arrangements in place such as the 'Bullying Box' to ensure that all children know how to report bullying and the school holds a yearly 'Anti-bullying Week' where the children are reminded of what bullying is and how to deal with it.

In the playground, we have a quiet zone where children who find playtime challenging can go and we have a group of Young Leaders to provide positive role models and support. Play Leaders provide targeted activities or support to involve and encourage children during lunchtime break. We also hold a Calm Club three lunchtimes a week to support those children who find the playground environment overwhelming.

14. Who are the other professionals who may be involved with my child at school?

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 for us to implement at school.

The professionals may include:

- Education Psychology Service
- Speech and Language Therapy
- Sensory Teachers Team
- Community Pediatricians
- Health and Social Care
- Child and Adolescent Mental Health Service (CAMHS) and Children's Centres
- ASD Outreach Team (Drumbeat)
- Specific Learning Difficulties Support Team
- Multi-Agency Safeguarding Team (MASH)

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

15. How do we support pupils 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. They will ensure that the child has a Care Plan, a Personal Education Plan (PEP) and a Health Plan. Parents and carers as well as foster carers or social workers are fully involved in all discussions.

A range of pastoral care is available for children who are looked after in the local authority from the Inclusion Team and 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/>

16. Who can I contact for further information or to discuss a complaint?

We value open communication and staff and school leaders are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding.

It is hoped that a solution would be reached between the school and the parents. However, if an issue cannot be resolved through discussion we have a formal policy for dealing with more serious concerns and complaints. A copy of the school's Concerns and Complaints Policy and Procedures can be found on the school website.

Concerns about statutory assessments of Special Educational Needs should be raised with Christine Tarrant, Admissions & Fair Access Manager (London Borough of Lewisham)
christine.tarrant@lewisham.gov.uk Tel: 0208 314 6211

If a child has an EHCP, the Local Authority can be contacted for advice.

Parents may also contact SENDIAS (Special Educational Needs Disability Inclusion Service)
<https://www.kids.org.uk/lewisham-sendiass> for impartial advice.

As a last resort, parents have the right to go to an independent SEND tribunal.

Approval Level:	Full Governing Body
Responsible Governor:	Claire Witkowski
Signed by Chair of Governors (Catriona Scott):	
Date approved:	September 2023
Next review date:	Annual Report
Author:	Hannah Thurley/ Gosia Ricota (SENDCos)
Implementation date:	N/A
Version:	N/A



Appendix A

Admission of children with an identified SEND need

The school recognizes that the admission and transition process for children with SEND is crucial to ensure a smooth and supportive move, whether they are moving into or out of the school (including to secondary school), or moving between year groups within the school. We follow the procedures outlined here to ensure that this will be the case.

Roles and responsibilities:

- The Headteacher has ultimate responsibility for ensuring the school is inclusive and meets the needs of all pupils, including those with SEND. They will oversee the admissions process and ensure compliance with relevant legislation.
- The Local Authority has a statutory duty to ensure that children with SEND are placed in appropriate educational settings. The school follows their admissions procedure, and they may be involved in the admissions process, especially for pupils with Education, Health, and Care Plans (EHCPs).
- The SENDCO is responsible for coordinating the provision for students with SEND. They work closely with the admissions team to assess and plan for the needs of new pupils. They will liaise with parents, external agencies, and the local authority to ensure that all necessary support is in place.
- The admissions team handles the practical side of the admissions process, ensuring that all applications are processed in line with the school and Local Authority's admissions policy and relevant legal requirements.
- The governing body ensures that the school's admissions policy is fair, transparent, and compliant with the law. They also monitor the effectiveness of the SEND provision.

The school will:

- Where possible, arrange a visit to the school prior to admission.
- Where possible, visit the child in their current school setting.
- Carry out a home visit (for Nursery and Reception children).
- Arrange a meeting between parents/carers with the SENDCO and other relevant school staff (eg. The Inclusion Team, EYFS lead, Class Teacher) and put in place appropriate transition plan: arrangements, interventions and strategies to support the child. If the child already has an EHCP, this will form the basis of any such plan.
- Arrange a phased entry to support a child when appropriate.
- If the child is moving from another school, arrange for previous school records to be sent to the school and all relevant details passed on to relevant school staff. These may include the child's needs, support strategies, and any relevant documentation such as EHCPs.
- Where possible, arrange handover meeting with the child's previous SENDCO and/or Class Teacher.
- Monitor the transition period carefully, liaising with parents/carers and professionals where necessary.



Transitions of children with an identified SEND need

The processes described above are followed when children move into the school. When they move on to secondary school, or another primary school, the school will:

- Ensure that parents/carers are fully informed about the transition process and any actions the school will be taking.
- Contact the receiving school to inform them about the child's needs, support strategies, and any relevant documentation.
- Ensure that all educational records, including Individual Education Plans (IEPs) and Education, Health, and Care Plans (EHCPs), are up-to-date.
- To support transition into Year 7, the school uses the SixIntoSeven platform that allows the school to transfer data and other information on SEND learners to their receiving school through a single GDPR - compliant web based system.
- Compile a comprehensive report detailing the child's SEND, the support provided, and any successful strategies or interventions.
- Include any relevant medical information that may impact the child's education
- Arrange a meeting with the receiving school, parents/carers, and any relevant professionals to discuss the child's needs and the support required.
- If possible, organize a handover session where the current SENDCO and class teacher can directly communicate with their counterparts in the new school.
- Talk to the child about the move and address any anxieties they may have, using social stories or visual aids if necessary.
- Encourage friendships and connections that can help the child feel supported during the transition.
- Discuss with the receiving school how the support strategies used at Dalmain can be continued or adapted in the new setting.
- If required, arrange for follow-up communication with the receiving school to check on the child's progress after the move.

In-school transitions will be handled in a similar way to between school transitions. In addition to the regular school arrangements and transition strategies for all children:

- Previous and new teachers will liaise with the SENDCO regarding the needs of and support given to the child.
- The child will be talked to about the move to a new classroom with a new teacher and address any anxieties they may have, using social stories or visual aids if necessary.
- Friendships and connections that can help the child feel supported during the transition will be encouraged.
- The transition will be carefully monitored and parents and carers will be kept fully informed.
- Visits to the new classroom/playground made to familiarise children with the new environment
- Pupil passports with key information, including the child's strengths, interests, needs, and strategies that help them are shared with all staff working with them
- Transfer of information meetings between existing/new teachers held to share key information and strategies to use to support the child