



SEND Information Report 2021-2022

Introduction

This SEND information report forms part of the Dorset Local Offer for Learners with Special Educational Needs and Disability. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEND regulations which can be found at: http://legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Headteacher: Mr Andrew Brown
SENDCo: Mrs Sam Orth
SEND Governor: Miss Alex Aldridge

If you wish to make an appointment to discuss the SEND provision in our school or to discuss a specific need for your child, please contact the school office on 01258 452107 or office@spetisbury.dsat.org.uk.

At Spetisbury CE Primary School our vision is underpinned with the view that all our children are 'Growing and maturing...' and that they 'bear fruit at the right time'.

This vision is for everyone within the school community, including children with Special Educational Needs and Disabilities (SEND). We strive to ensure that children who have Special Educational Needs and Disabilities have the opportunity to thrive and learn at our school, regardless of their background or specific needs. Every single child will 'bear fruit' and 'succeed in everything they do'. Underpinning it all is our ethos that all children can thrive and take enjoyment in learning – we provide the scaffolds and support to help them. This information report will provide an outline of how we work towards achieving this and what we have in place in school to support your child.

What is SEND?

The Department of Education SEND Code of Practice (COP) states that;

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

At Spetisbury, we follow this definition in our identification and support for children in our school. Over a child's time in school there may be times when they struggle and need support. We class children as having Special Educational Needs if they are working at a significantly lower level than their peer group, or have a specific need that requires additional provision. Once a child is placed on the school's SEND register it doesn't always mean they remain as a SEND child for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the school's SEND register.

What kinds of SEND does Spetisbury provide for?

Our school currently provides additional and/or different provision for a range of needs, including but not exclusive to:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

How we identify pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases

We have strong links between both the provisions that feed into our school and also those that our children transfer to at the end of their Primary education. We have particular strong links with our feeder school the Blandford School but will endeavour to facilitate any transition events for any provision. We will share information with the school, college, or other setting the

pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

A number of strategies are already in place to enable effective pupils' transition.

These include:

On entry:

- All children will have settling sessions catered to their individual needs.
- Children starting in our reception class will be baselined within the first month; gaps are then identified and targeted.
- A planned introduction programme is delivered in the Summer Term to support transfer of reception pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo is available to meet with parents of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges to be raised prior to entry.
- If children are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and address any concerns which may arise.

For those children transferring to secondary:

- The school will liaise with the key staff to pass on any special arrangements or support that a child may need.
- All records will be sent to the child's new school as soon as it is confirmed that the child has been officially registered.
- If a child is particularly vulnerable the school may arrange for enhanced transition to the new school in agreement with parents and the child's new setting.
- When a child has an Education, Health and Care Plan, their receiving school will be invited to attend their annual review.
- Children with SEND receive extra transition events where both the children and the family get to feel more confident about the changes ahead.

When joining our school/pre-school at other times:

- The SENCO will contact the previous school/setting to discuss any specific needs your child may have and what support they require.
- Records from the pupil's previous school/setting will be sent to us and key information shared with relevant staff.
- We will speak to parents about your child's needs and the provision they have been receiving.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We believe that SEND children should have regular support and interaction with the class teacher. Our firm belief is that children should be scaffolded to access the work for their year group. Like with scaffolding, when the child is secure, the scaffolding gets slowly taken away.

We will also provide the following interventions:

- Pre-teaching which is provided by the teacher to secure knowledge and understanding before a teaching segment. Not only does this support the knowledge and understanding but it also provides the child with a confidence about the upcoming learning due to the detrimental effect anxiety can have on the learning process.
- Specific interventions related to a child's need e.g. dyslexia linked programmes of support or speech and language programmes provided by therapists.
- Learn to move interventions to help support a child's physical development and mobility.
- Targetted maths and English programmes
- Emotional literacy support and social stories
- We have an experienced team of teaching assistants who are well trained in a range of other specific interventions.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- An understanding that an SEND pupil should have regular access to the class teacher for this small group and 1:1 work.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a number teaching assistants who are trained to deliver interventions such as First Class at Number.

Expertise and training of staff

The SENDCo's job is to support the teachers in planning for children with SEN.

- She carries out additional assessments with children to identify barriers to learning and suggests interventions, resources and strategies to use in class to support these children.

- The SENDCO can offer a wide range of support and training covering common areas of SEND eg. ASD, ADHD, Dyslexia, Social Skills, Self Esteem, Language & Communication, Social, Emotional & Behaviour.
- The school ensures that all staff are kept informed of current developments and receive, where appropriate, additional training in order to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc., delivered by the SENDCO or by outside professionals, where appropriate.
- Where possible, individual teachers and support staff attend training courses or webinars run by outside agencies that are relevant to the needs of specific children in their class.
- Medical training to support pupils with medical care plans is organised as needed through liaison with the school health team and community nurses.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a set period
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) and adaptation and provision is made to ensure there are no barriers to an SEN child accessing this.
- All pupils are encouraged to take part in sports day/school plays/special workshops/ roles of responsibility.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- As can be seen in our admissions policy, children with SEND are never excluded due to this characteristic and we have seen a number of children join our school from neighbouring schools due to the support we can offer children with SEND.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of One Way club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

Working with other agencies

Our school's SENDCo works closely with a range of outside agencies and local authority agencies in order to support the varied needs of children who have SEND. In agreement with parents the school's SENDCo can refer a child to outside agencies to seek further guidance and support on meeting the child's needs. Agencies the SENDCo might refer to include:

- Speech and Language services (Dorset)
- Children's Social Care
- Occupational Therapy and Physiotherapy
- Hearing and Vision Support Services
- Children and Adolescence Mental Health Services
- Community Paediatrician
- Outreach from Special School professionals
- Parenting support from the Early Intervention Team
- Behaviour Support Services

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If you are still not happy, complaints can be made through Dorset County Council as part of our local offer:

- [Dorset CC](#)

Contact details of support services for parents of pupils with SEN

You can also gain support from:

- [the Dorset Parent Carer Council \(DPCC\)](#)
- [the SEN and Disability Information Advice and Support Service \(SENDIASS\)](#)

5Contact details for raising concerns

Headteacher: Mr Andrew Brown

SENDCo: Mrs Sam Orth

SEND Governor: Miss Alex Aldridge

5.18 The local authority local offer

Our local authority's local offer is published [here](#).

Appendices:

SENDCO: Mrs Orth has responsibility for Special Educational Needs and Disabilities (SEND)

To find out more about SEND at Spetisbury Primary School, browse through the report below, have a look at our SEND Policy or contact Mrs Orth via the school office.



How are pupils identified as possibly having Special Educational Needs (SEND)?

Teaching staff and parents are generally the people who initially raise concerns that pupils are not making the progress that they were expecting. Following this, Mrs Orth monitors the pupils progress through our tracking system (where teachers record an assessments of pupils every term) and use formal assessments in reading, spelling and maths or screeners to look into this further. Sometimes a pupil came from another school with information to explain how this pupil needed further support to be successful and we could build on that. A few pupils had been to see the doctor who had referred them to see other professionals and they send reports to help us in school.

Mrs Orth cannot do the job of SENCo without being part of a team. To work as a team, we have to do lots of talking. Here are just a few times talking has happened this year.



