

## Dorchester Primary School SEND Information Report



At Dorchester we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014

This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

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Dorchester Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Condition (ASC)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need.

## **The aims of our SEND policy and practice are:**

At Dorchester Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities. We seek to ensure that pupils with SEN are fully included in all aspects of school life. We believe that pupils with SEN and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

### **AIMS**

- To provide a framework, which will enable the school to meet the needs of pupils with special educational needs (SEN).
- To recognise the importance of early identification of SEN in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child with SEN develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEN have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEN at the centre of the planning process to ensure the best possible outcomes for all pupils
- To work closely with outside agencies to ensure all pupils receive the correct support in order to achieve the best possible outcomes.

## **Identifying pupils with and assessing their needs.**

Concerns about progress may be raised at any time by class teachers and/or parents. Quality first teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make minimal progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have a specific barrier to learning or special educational needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments. Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.

Other policies which describe our regulatory responsibilities include;

- Accessibility Plan
- Admissions Arrangements
- Behaviour
- Complaints Procedures
- Data Protection
- Equality Information & Diversity
- Early Years Foundation Stage
- Health & Safety
- Home-school agreement document
- Intimate Care Procedures
- Physical Intervention
- Remote Learning teaching
- RSE
- Safeguarding and Child Protection policy and procedures
- Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Equality Act, Advice for schools: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Equality and Human Rights Commission guidance on Reasonable adjustments: <https://www.equalityhumanrights.com/en/publicationdownload/reasonable-adjustments-disabled-pupils>

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Consultation

### Arrangements for consulting with parents of children with SEND and involving them in their child's education

Dorchester recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Dorchester. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education in identifying outcomes that will make a difference to them and their child. The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child, we encourage parents/carers to share this with their child's class teacher first. Parents are invited to discuss and review SEN support plans with the class teacher/SENCO to discuss their child's progress through parental consultation meetings. We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.

### Arrangements to consult with young people with SEND and how we involve them in their education

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Dorchester. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of;

- Termly SEND review meetings and conversations around pupil progress, achievements and next steps
- One page profiles (at the front of their PSP) are used to gather information about pupils, parents, support and medical needs
- SEN Support plan targets (PSPs) are discussed with the pupils. Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward
- Pupils are invited to annual review meetings (where appropriate) and their views and pupil voice is recorded and shared at the meetings.

## **Assessing and reviewing children's progress towards outcomes is:**

*How do we work with parents in doing this?*

### **THE GRADUATED APPROACH**

Where a pupil is identified as having a possible additional need, we will follow the graduated response to ensure the correct support is put in place. This SEN support follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions are revisited, refined and revised with a growing understanding of the pupil's needs. This should inform what support and adaptations the child needs to ensure good progress and outcomes.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers and SENCo about these and the measures being taken to address them.

Quality first teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEN. Senior leaders at Dorchester Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those who have a specific barrier to learning or have been identified as having an additional need. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage, teachers will need to consider whether to adapt their teaching style/planning/environment or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have SEN. Early identification of SEN is essential in ensuring positive outcomes for pupils.

### **Arrangements for supporting children and young people in moving between phases of education**

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

#### **Primary-Secondary Transition**

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines. All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

#### **Transition within the school**

Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition

books, communication passports and / or transition meetings as well as a week's transition in the summer term with their new teacher.

### **The school's approach to teaching children and young people with SEND**

- Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group
- Pupils are identified by the class teacher, parents and SENCo as needing additional support and then a SEN Support plan is created that aims to close gaps areas identified where the gap is widening between them and their peers. Teachers are responsible for updating SEN support plans and setting the next steps on their learning journey termly. Pupils requiring a SEN Support plan may be given additional support within the classroom either through supporting resources, small groups, 1:1 targeted work or additional adult support within whole class teaching.
- Some pupils may be withdrawn at some point during the week to work on their SEN Support plan targets. Some of these interventions can include:
  - Precision teach (supporting poor working memory)
  - Teodorescu (write from the start to support fine motor/handwriting and core strength)
  - Adapted handwriting lines tailored to pupil's needs following school programme 'teach handwriting'.
  - Words first (sight reading for the first 100 high frequency words) – this is used when professional advice indicates that phonics is not working for a child with very specific needs.
  - Language for thinking (understanding and comprehension)
  - Word Shark (reading and spelling app)
  - Maths pre-loading
  - Additional phonics booster groups using Little Wandle programmes
  - Speech and Language (NHS, Language Unit and New Options)
  - Gross and Fine motor skills (IPASS support)
  - Physical or sensory Literacy sessions
  - Social skills groups
  - Friendships groups
  - ELSA sessions (Emotional Literacy)
  - 5-point scale (Supported by Northcott Outreach)
  - Sensory diet (supported by Connect Therapy)
  - Anger management/self-regulation
  - Bounce (Zones of Regulation)
  - Physiotherapy (specific to individual needs)
  - Dough Gym (fine motor dexterity and hand-eye coordination)
- Some pupils also require further additional adult support within the classroom for specific learning difficulties. Pupils requiring this additional support are either provided with an Education and Health Care Plan or are in the process of submitting a request for an EHC Plan. EHC Plans are reviewed annually unless there is a change of need or new evidence/change of setting required where an additional review will take place. Pupils with a plan are given additional support dependent on their level of need.

- Some pupils with an EHC Plan or additional needs, where appropriate and needed, will participate in 'Life Skills' lessons. These lessons aim to provide the pupils with basic life skills such as baking, cooking, shopping, hygiene and developing communication skills.
- Pupils with involvement from outside agencies, for example, a pupil with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENCO is responsible for ensuring all physiotherapy sessions are facilitated by the school. Another example of this would be Speech and Language Therapy services.
- Some of our more complex children with severe and profound learning difficulties, who have an EHCP, access our 'HIVE' classroom on a bespoke timetable in order to meet their needs outlined in section F. This may include a blended timetable of part HIVE classroom and part mainstream classroom, adjusted and reviewed regularly dependent on their individual needs. Within our 'HIVE' classroom, 'The Springboard curriculum' is followed.

### **Adaptations made to the curriculum and the learning environment of children and young people with SEND**

*Including additional support for learning and equipment and facilities to support children*

The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to environment.

- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with resources or adaptations based on their individual needs, for example, reading and writing coloured overlays, change to fonts, use of technology to record and spellcheck and many access suitable interventions e.g. precision teach etc.
- Some children with working memory difficulties will have access to pre-loading interventions, visuals jobs lists and success criteria.
- Some pupils with ASC, when required, will be provided with a quiet learning space for 1:1 learning activities. This may be away from the main learning classroom in order to reduce sensory overload or to address and specific sensory issues. Safe spaces are identified and created according to individual needs.
- Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities, then they will be adapted to the best of the schools ability.
- All pupils who are visually impaired will have an access to larger print materials (appropriate to the required print). The school work closely with IPASS to provide the necessary learning materials.
- Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed.
- At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Some children needing this specialised support may be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personal situations.

### **Expertise of staff**

*Including the expertise and training of staff to support pupils with SEN and how expertise will be secured*

All ASA's have access to appropriate training to meet the needs of the children they are working with.

- Monitoring of intervention programmes are completed termly as part of the school's appraisal cycle. Teachers and ASA's liaise with the SENCO/SLT to ensure information sharing is key to pupil success and achievement.
- All Teaching staff regularly receive appropriate training to areas of need that have been identified within their cohort of pupils and/or their gaps in their CPD.
- SENCO attends the termly SEND meetings (LA and HCAT) and disseminates information to school staff.
- ASA's working with pupils who have specialist care plans or specific difficulties are kept up to date with training from outside agencies.
- ASA's working with ASC pupils or children with Speech and Language difficulties are given regular training from Speech and Language NHS service, New Options Speech and Language service and Northcott Outreach and Tweendykes Outreach where applicable. Training can involve the use of PEC's (Picture Exchange Communication System) and specialist speech and language and social communication programmes. Training is continuous and changes over time as the pupil develops his/her speech, language, social and emotional skills
- Support from educational psychologist is available for specific pupils where concerns have been risen by members of staff/parents & carers.

**Evaluating the effectiveness of SEN provision**

Dorchester is an inclusive school and aims to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision (where necessary) to support individual or groups of children and thus enable them to participate effectively in curriculum activities. The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents.

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

All parts of the school curriculum are inclusive and adapted to meet pupils' needs. We aim for all children to be included on school trips and other enrichment activities where appropriate. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. Our Emotional Wellbeing Team support children during lunchtimes by offering an indoor provision for children who find the dinner hall or playground overwhelming – this consists of drawing, Lego, games, reading and craft activities or spending a quiet time in the sensory area.

**Support for improving emotional and social development.**

*(include pastoral support arrangements and listening to the views of parents and carers.)*

At times, some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personal situations with

ELSA trained support staff.

### **Working with other agencies**

At times it may be necessary to consult outside agencies to receive their more specialised expertise.

Services include:

- Private Educational Psychologist Service – Applied Psychologies
- Northcott Autistic Spectrum Disorder Outreach Service
- Private New Options Speech and Language Therapist Service
- NHS Speech and Language Therapist service
- IPASS – Integrated Physical and Sensory Service Pupil Referral Unit
- Pupil Referral Unit - Support for pupils with behavioural difficulties
- HCAT behaviour outreach
- NHS Physiotherapist service
- NHS Occupational Therapist Service
- Tweendykes Outreach Support Service (SLD and ASD support)
- Virtual School – Looked After Children Social Care and Early help
- Sensory support service
- Specialist Counselling – Advotalk

Additional links are also provided on the Hull Local Offer website.

### **The local authority offer**

The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelId=3018&lockLA=True>

### **Complaints about SEN provision**

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCo, Headteacher or Trustee by email [admin@dorchester.hull.sch.uk](mailto:admin@dorchester.hull.sch.uk) or by making an appointment through the school office

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