



Special Educational Needs and Disability School Information Report 2019-20

From September 2014 all schools and academies have been required to publish information about their Special Educational Needs and Disability (SEND) provision. In Dorset, this forms part of a Local Offer, which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website;

<https://www.dorsetforyou.gov.uk/local-offer>

The Code of Practice focuses on providing the right support for children and young people from 0-25 who have a special educational need and or/disability. The Code of Practice also identifies young people requiring extra support and also those that require a higher level of support through an Education and Healthcare Plan (EHCP).

We ensure that our Admissions Policy does not discriminate against children who have been identified with a special educational need and/or disability. We also ensure that our curriculum and our building do not discriminate against children with SEND. Within this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

What kinds of Special Educational Needs are provided for?

We are a small rural school who aim to bring learning alive at every stage of their first education from Early Years to Year Four.

At Sixpenny Handley we have high aspirations for all our children that are identified as having SEND. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood where they may enter employment, further education or training.

Currently at our school we are supporting children with physical needs, social, mental and emotional health needs and cognition and learning needs.

How we identify children and young people with SEND;

Prior to starting school a child may have already been identified with SEND. Where this is the case, we work closely with parents/carers and supporting agencies to ensure transition into school is as smooth as possible and to plan so that the child makes good progress.

At school we identify and assess pupils with SEND by;

- Talking to parents/carers about the child
- Referrals from parents/carers
- Prior information from previous settings
- Formal test results

- Key Stage results
- Using in-house progress data which is collected and analysed termly
- Observations and feedback from teaching staff
- Assessment of reading, comprehensions, spelling and maths
- The results from outside professional screening tests such as dyslexia or dyscalculia assessment
- Verbal and observations linked to mental health and well being, for example, the Boxall Profile

Where a child is identified as not operating at age related expectations, or they are making less than expected progress, or if they are finding it difficult to socialise or manage their behaviour, we will in the first instance approach the child's parents/carers to discuss our concerns. In agreement with parents/carers we will identify the specific concerns that are preventing the child from making progress.

We use the Dorset Graduated Response to SEND support, which gives us guidance on the four categories within the SEND Code of Practice and placing children on the SEND register. This gives the class teacher, parents/carers and the child a clear vision of the support that is given and what the next steps will be. The provision may involve adapting the classroom, the outside environment or involving outside agencies to meet a child's needs.

For further information please refer to our SEND policy.

How do I contact the SENDco?

Our school SENDco is;

Mrs Rachael Musselwhite(Headteacher)
 Telephone: 01725 552356
 Email: office@sixpennyhandley.dorset.sch.uk

How do we consult with parents/carers who have a child on the SEND register?

Where we have an initial concern, the child's teacher will approach the parents/carers to discuss these concerns and identify next steps. Every child's case is responded to on an individual basis to best meet their specific needs. If there is a need for additional support then strategies will be used in the class to specifically support learning/behaviour. Further support may be given in the form of an intervention programme and/or support from outside agencies. Parents/carers will be informed of this through a structured progress plan. We follow an assess/plan/do/review structure and progress is regularly reviewed to ensure support is making a positive impact on their progress. These formal reviews happen at least three times a year at a mutually convenient time alongside parents/carers. However, it is not necessary for teachers to wait for a formal review meeting if it is felt that changes need to be made beforehand.

If a child has an Education, Health and Care Plan (EHCP), the statutory Annual Review meeting will be arranged with the class teacher, SENDco, Headteacher and any other professionals involved with the child. The child's progress will be reviewed against any individual targets and any further provision will be discussed. The discussion will also involve how the

parent/carers can help with supporting the child. The child also contributes through completing the pupil questionnaire, with support if necessary. This meeting is in addition to the regular and on-going review of support, which is undertaken for all children who have an EHCP.

If your child is not receiving SEN support and you are concerned, please contact your child's class teacher in the first instance.

How do we involve the child in their education?

The views of the child are very important when support is initiated or reviewed. Class teachers will discuss the child's individual targets with them and involve them in the process. They will be consulted on how they feel they are progressing to meet their targets and what, if any, changes need to be made. Children with Personal Support Plans and EHCP's are asked to share their views and feelings as a central part of setting up and also reviewing the plans.

How do we approach teaching young people with SEND?

We have high expectations and aspirations for all our children, including those with SEND. We are an inclusive school and all children are given equal opportunities and access to the stimulating, broad and balanced curriculum that we offer. Over the last year we have supported children with speech & language difficulties, social, emotional mental health issues (SEMH), autistic spectrum condition (ASC) and other specific medical conditions. We have supported these children using a range of strategies;

- Team around the child meetings (TAC)
- Team around the family meetings (TAF)
- Team around the school meetings (TAS)
- Well being sessions
- Phonics RWinc booster groups
- Social groups, self esteem, separation & anxiety intervention groups/1 to 1 sessions
- Visual timetables
- Paired reading
- Specifically designed timetables
- Individual work stations
- Home/School link books
- Social stories
- Gross motor gym sessions
- Fine motor skill sessions
- Sensory sessions
- Precision teaching
- Lego therapy
- Mindfulness
- Speech & Language programmes (SALT)
- Outreach support
- Specifically tailored resources, for example, fidget toys, wobble cushions, pencil grips
- Targeted reports and support from outside agencies, such as Behaviour Support (BSS) and Special Educational Needs Support (SENSS)
- Life skill trips involving the outside community

How do we evaluate the effectiveness of the provision we make for children or young people with SEND?

Class teachers and adults responsible for the provision of children with SEND meet regularly to discuss progress against planned outcomes. The SENDCo has regular meetings with the class teachers so that they can discuss the progress of each child and review targets. The impact of the provision is measured at the end of a short timescale to ensure they are effective. We carry out assessments before and after interventions, which inform us of the progress each child has made. The SENDCo meets with the SEND Governor to discuss all areas of SEND within the school, the impact of the interventions and the progress being made. A report is submitted termly to the Full Governing Body.

How might we support your child?

Towards the end of each school year, class teachers meet to share information to help make transition from one year group to another as seamless as possible for all children. Children also experience time with their new class teachers. For children with SEND, this provision may be increased and a new class teacher might, for example, provide a small book with a social story to a child who finds change difficult so they know what to expect when they move class. Additional time in the new class and with the new teacher may also be planned in.

For new reception children meetings are held with nursery settings and information is sought at the beginning of the summer term to ensure timely transition plans are in place including meetings with outside agencies where appropriate.

For Year 4 children, the SENDco and class teacher will meet with transition staff and the SENDco from the receiving Middle School and a firm plan for transition will be made. Children will meet specific adults and be involved in the transition process. Additional visits may also be organised. Parents/carers will also be kept informed about these meetings.

If you are concerned about anything regarding your child, we encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you could make an appointment with the SENDCo/Headteacher. If this still does not resolve your issue/concerns, then please see the formal complaints procedure on the school website.

*Mrs Rachael
Musselwhite
September 2020*