



SEN Information Report

Purpose of this document

This Information Report is produced annually and contains details of our current implementation of the SEN policy. It should be read alongside the SEN policy for a full picture of the approach to Special Educational Needs and Disabilities at Dolphinhholme Church of England Primary.

Definitions

SEND – Special Educational Needs and/or Disabilities

SEND Register – A register of those children in the school that are currently receiving SEND Support and those who have an Education, Health and Care Plan (EHCP).

Provision – What the school is providing for a child, so in reviewing provision we are reviewing what we are doing and providing for a child.

SEND Support Plan – Sometime referred to as an IEP (individual education plan), this is a plan put together by the school, shared with parent and taking account of their view, that outlines what SEND Support a child is receiving and what goals are being worked towards.

Outside professional/agency – These are professionals not employed by the school that may be involved in providing expert assessment and advice on a child's needs.

We are an inclusive school

Whatever a child's needs, our aspiration is that they will play their full part in school life alongside their peers. The school will make whatever reasonable adjustments are possible to allow this. Where a child is not currently able to participate in an area of school life then we will work with the child and family towards the goal of them being included, where this is in the best interests of the child.

How we identify children with SEND and assess their needs

- The progress of all children is monitored by class teachers. This is through questioning, observation, the marking of work and more formal assessments such as tests. This process is monitored by Senior Leaders.
- If a child is not making the progress that is expected, or is otherwise having difficulty in school, e.g. emotionally or socially, then the class teacher will:
 - o Discuss their concerns with the SENDCo and the child's parents.
 - o Agree some short-term ways in which provision can be modified or supplemented that may allow the child to make progress or overcome their current difficulty.
 - o Record this plan as a Monitoring Action Plan and agree a date to review with SENDCo.
- When the Monitoring Action Plan is reviewed, the class teacher, parents and the SENDCo will discuss what progress has been made and how effective the modified provision has been. At this point, the next steps will be agreed. These may include:
 - o A repeated cycle of Monitoring Action Plan to explore other ways of helping the child make progress.



- Incorporating the amended provision into the child's ongoing curriculum. Where this is likely to be for two terms or over, and is significantly additional to and/or different from the usual provision for the child's class, then the child will be recorded as receiving SEN Support on the school's SEN Register.
- Referral to outside professionals, e.g. speech and language therapy or educational psychology.
- Whether or not a child is recorded on the school's SEN Register as receiving SEN Support depends on the level of support they require in school in order to make progress. A child does not therefore require a formal diagnosis or identification of a particular need (e.g. ADHD or dyslexia) to receive SEN Support.
- In some case formal identification or diagnosis of a particular need can be in the best interests of the child and the family and with parents' support and agreement, the school can help with this process, which will involve referral to other professionals.
- Whether or not a child has a formally diagnosed or identified need, assessment and investigation by the school as well as advice from any relevant outside professionals is important in enabling the school to know how to best support the child. Therefore, the school may, in discussion with parents, conduct its own informal diagnostic assessments to enable us to better plan and support the child.

How we involve the child and their parents in the education of children with SEN

- Parents are involved at every stage in the process of how we support children with SEN.
- Initial concerns and monitoring action plans are discussed and shared with parents. Parents know their child best and their knowledge and views are crucial in helping the school best support their child.
- Where a child is receiving SEN Support, parents will receive a SEND Support Plan termly. This plan states the child's targets and what the school is doing, e.g. additional support in class or intervention, to help them meet these targets.
- Parents will be given an opportunity to meet with the Class Teacher and SENDCo to discuss the SEN Support Plan. Parents views and the views of the child form an important part of the review and are recorded.
- Parents can also request a meeting with the Class Teacher or SENDCo at any point during the term if they would like to discuss any aspect of their child's support.

Our arrangements for assessing and reviewing a child's progress towards their goals and targets

- Like all children, children with SEN are assessed on an ongoing basis throughout the term. For children with SEN this assessment will include their progress towards their individual targets.
- For children receiving SEN Support, the Class Teacher and SENDCo will review their SEN Support Plan each term.
- This review will consider:
 - what progress they have made towards their targets;
 - whether new targets are required;
 - how effective the provision in place has been and whether any changes are required;
 - the views of the child and parents on progress made and the effectiveness of provision



- actions now required.
- Some children with SEN may require additional support with their social and emotional development, and with peer relationships. If this is the case, a child's goals in these areas and what the school is doing to support them will form part of their SEND Support Plan. Such support may include Social Thinking interventions, Lego Therapy and work with a Learning Mentor. As with other areas of need, the school will commission and/or use the expert advice of outside professionals where this is available.

How we evaluate the effectiveness of our provision with children with SEND

- As part of the termly review of SEND Support plans, the effectiveness of the provision for each child is evaluated. This allows us to see which strategies and interventions, for example, are working well and which need to be changed.
- Intervention programmes run for a set period of the time and assessment is made at the beginning and the end of the programme, allowing the school to judge how effective a given intervention programme has been.

Our arrangements to support children moving between phases of their education

- Where a child is due to start Reception and has been identified by a pre-school setting as having or potentially having SEND, the SENDCo will work with the incoming class teacher to help support the transition.
- The information available from pre-school and the views of the parents will enable the school to plan an appropriate transition and make any initial adaptations to the child's Reception provision.
- Preparing for transition to secondary school is an important part of Year 6 for all children. Children with SEND will receive additional support preparing for this transition.
 - Individual targets in Y6 will take in account the need to prepare for secondary school.
 - The school will liaise with the SENDCo at the child's secondary school to help them prepare for Y7.

Our approach to teaching, curriculum and learning environment for children with SEND

- Our aim is for the experience of children with SEND to be as inclusive as is possible.
- Where a child's curriculum needs at points, or throughout, to be differentiated from that of their peers, it is kept as closely matched in theme as possible, and opportunities for collaboration with their peers are planned for.
- Out-of-class intervention may sometimes be an important part of a child's provision. It should however be a clearly targeted, assessed and time-limited programme.
- In-class provision for children with SEND Support should be planned wherever possible to enable them to make progress against their individual targets while taking part in whole-class learning and lessons.



- One-to-one or small-group adult support for children with SEND is planned by the Class Teacher and has clear targets for the supported sessions.
- The learning environment of children with SEND should enable them to access any appropriate additional support in such a way as to develop ownership of their own learning and independence.
- Where it is agreed in the SEN Support plan that a child's regular learning environment will differ significantly from their peers (e.g. use of a workstation) this should be linked to a target in the SEN Support Plan.

How staff are trained to be able to support the children with SEND in the school

- All staff receive SEND training in school, at least yearly.
- Staff working closely with particular children with SEND receive training and support tailored to the needs of the child. This may be through attending training courses, or receiving guidance and advice from outside professionals, e.g. ASD specialists, educational psychologist and speech and language therapists.
- Where a child is not making progress despite the school making adaptations, the school will draw on available outside professionals to give expert guidance. This may include support services offered by the local authority as well as private providers.

What kinds of SEN we currently provide for

- The school currently provides for children with needs in all the four main categories of need.

Our Arrangements for handling complaints

Should a parent or carer have a concern about the additional provision made for their child then they should follow the school's complaints procedure. In the first instance parents are encouraged to discuss the issue with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Headteacher who will liaise with the class teacher.
- more serious on-going concerns should be presented in writing to Chairman of the Governors, who will work in liaison with the SEN Governor.

Useful Contacts and Links

- The SENDCo: Mr Alex Kelly can be contacted through the school office
- SEN Policy: <https://dolphinsholme.lancs.sch.uk/wp-content/uploads/2019/12/SEN-Policy-October-2019.pdf>
- Lancashire Local Offer: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>