

Dolphinholme CE Primary School



**SEN Information Report
March 2023**

'With God at the heart of everything we do, We educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.'

Name of the Special Educational Needs/Disabilities Coordinator:

Sarah Baines

Contact details:

Dolphinholme CE Primary School
Abbeystead Road
Dolphinholme
Lancaster
LA2 9AN

01524 791530

senco@dolphinholme.lancs.sch.uk

The kinds of SEND we provided for.

Dolphinholme CE Primary School is a mainstream primary school. At Dolphinholme C E Primary School, we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible outcomes. In line with our mission statement the school is committed to support every pupil in reaching their full potential. Each child's progression through the school will prepare them for life.

Special Educational Needs and Disabilities provision can be considered as falling under four broad areas. Since September 2014, these areas as defined in the revised SEND Code of Practice are to be referred to as:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

As a school, we currently provide support to children who have needs ranging across the 4 areas of SEND. During the last and present academic years we have supported children with the following needs:

- Autistic Spectrum Disorder
- Speech and Language difficulties
- Emotional and Behavioural
- Learning needs (including dyslexia and MLD)
- High levels of anxiety
- ADHD

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENDCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on **Quality First Teaching**: classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to

identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- 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.
- fails to make progress with wider development or social and emotional needs.
- fails to make progress in self-help, social and personal skills.

The school will use the **graduated approach** as advised in the Code of Practice 0-25 Years '**Assess, Plan, Do, Review**'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCO will update all records of provision and the impact of that provision. The teacher will maintain the personalised plans and keep them updated. Full records will be kept in the SEN file in the school office.

ASSESS - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning.

Meetings with pupils and parents happen at least termly.

School also work closely with outside agencies such as:

- Educational Psychology
- Children Family and Wellbeing Service
- CAMHS
- Stepping Stones Outreach Services
- Neural Developmental Pathway

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.

There are currently 21 children on our SEN Monitoring register and 9 on our SEN Register.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. Their views are recorded on their Learning Support Plan and through their One Page Profile. When appropriate, children attend meetings with parents when discussing targets and progress. For children with an EHC Plan, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- Dolphinholme C.E. School offers an 'open door' policy. Our teaching staff and the Headteacher are available most mornings and most days after school for casual conversation or by appointment at other times.
- All parents have two parents' evenings each year – any SEND issues can be discussed and referrals made to the SENDCo where appropriate.
- Each term, the Learning Support Plans (LSP) which include targets and evaluations, are shared with parents who in turn are welcome to share their thoughts and offer feedback to staff.
- There is an annual review meeting for any child with an EHCP (Education, Health and Care Plan), at which the objectives are reviewed and any additional needs are discussed.
- Meetings for these children are organised termly between the class teacher, parents and SENCO to discuss progress relating to the LSP.
- We welcome feedback from home through our parent and pupil questionnaire.

How will the curriculum be matched to my child/young person's needs?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At Dolphinholme CE Primary School, our priority is ensure that all children, including those with SEND have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. Differentiation can be observed in a range of ways. We strive to accommodate all learning styles and provide appropriate resources, often with the advice of other agencies for the children with special educational needs. Teaching assistants are allocated carefully according to their skills and experience, with many TA's becoming specialised in certain areas such as speech and language, precision teaching and sensory integration. Class teachers carefully plan lessons and activities to meet the varying needs of the children in their class. Learning activities are differentiated so that children at different levels of attainment can access lesson content and progress with their learning. The use of additional adults to support some children is planned, and consistently monitored and reviewed. Sometimes, it is appropriate for small groups or individual children to be withdrawn from class to complete some learning activities and intervention programs. This is always based on an assessment of need and all children are still fully included in a wide range of class based learning activities. School will always consider the advice from specialist external agencies (such as speech and language therapy, Educational Psychology, physiotherapy) when planning the curriculum. Additional resources may need to be put in place for certain

children to help them to reach their full potential. For example, sloping writing desks, pencil grips, laptops and coloured overlays. ICT will be used, where appropriate, to support children with SEN. For example, speech to text software to support children with dyslexia.

How accessible is the school environment?

Our school is fully wheelchair accessible. Access to school for pupils and parents with disabilities is by the main school entrance which is secured during the day to ensure the health and safety of all. Disabled toilets are available for wheelchair users if the need should arise. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Provision is accessible for the needs of our current pupils and resources have been purchased/adapted for their specific needs. Some ICT programs are used to support access to the curriculum for children with SEN as well as headphones, computers and interactive whiteboards installed in every classroom and in the hall. Disabled parking is available in the small car park, we just ask that people phone in advance so that arrangements can be made.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

We aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher. Each term following formal assessments, pupil progress meetings are held to review the progress of every child in the school. Data is analysed and tracking meetings are held that include each class teacher alongside senior leaders. Parents are consulted to gain their insight into their child's progress. If after consultation with parents, it is decided that a child has underlying needs then he/she will be put on the SEN record and an SEN Support Plan will be drawn up in liaison with the child and their family. From this, a Learning Support Plan may be written to give the child focused and achievable targets to work towards each half-term. In some cases, school may need to apply for additional funding from Lancashire LA in order to fully meet a child's needs and this would take the form of a referral for an EHCP. You can find out more about these plans at <https://www.lancashire.gov.uk/children-education->

[families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/](#)

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- At Dolphinholme CE Primary School, we have an 'open door' policy and parents are always welcome to speak to teachers at a mutually convenient time. This may mean that parents need to make an appointment or, for a relatively quick enquiry, teachers may be available immediately. Teachers are available at the start and end of the school day.
- We hold two parents' evenings per year and every class teacher will write a detailed report near the end of the school year about your child's attainment, progress and achievement. For children with SEN, extra time is allocated during the meeting or the meeting may be held on another night to allow enough time to discuss SEN related issues.
- We inform parents about age-related expectations for their child.
- Class teachers and if appropriate, professionals from external agencies, will advise parents on how best to support their child's learning and development at home.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Training

- All class teachers are qualified teachers
- The SENDCO attends regular cluster meetings to keep up-to-date with current best practice
- 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 psychologists 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
- Staff are trained in how to support children with Asthma

- A number of staff are first aid trained and/or paediatric first aid. Names of qualified first aiders are displayed around school.
- All staff have had appropriate Safeguarding training.

There are a wide range of specialist external agencies including:

- Specialist Support Teachers.
- Educational Psychology-LCC and independent
- Speech and Language Therapy
- Behaviour Support
- Child and Adolescent Mental Health (CAMHS)
- Counselling
- Outreach support from specialist teachers.
- Support for children who are visually impaired.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- 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.

How will my child/young person be included in activities outside the classroom, including school trips?

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.
- We will work closely with children and parents to ensure that pupils with SEND are able to access all activities outside the classroom, including residential visits.
- Trips are evaluated before and after educational visits and an assessment of their suitability for children with SEND is carried out. Adaptations are made as necessary in order for children with SEND to be able to fully access all opportunities. Children with an identified SEND need are included in any visit Risk Assessment.

What support will there be for my child/young person's overall well-being?

- At Dolphinholme CE Primary School we pride ourselves on ensuring that the children in our care are happy, secure and have excellent emotional well-being. The Head Teacher, School Bursar and Site Supervisor carry out Risk Assessments where necessary.
- There are very close working partnerships which exist between the school, the local community and the families at our school. Every child is considered a priority at our school and class teachers, senior leaders and parents will work together to ensure that the child's needs are met. Class teachers and additional support staff work collaboratively and ensure that all adults working with the child know what their strengths are as well as their areas of need.
- School will consider recommendations from specialist external agencies when planning and delivering activities for the child.
- There are a wide range of extra-curricular activities available to the children who attend our school, including residential trips. Such activities contribute greatly to the development of a child's independence, self-confidence and social and emotional wellbeing.
- The school runs a breakfast club from 8:00-8:45 am each morning and an after school club from 3:15-6:00 pm each afternoon. This is accessed through the hall doors. A member of staff greets each child at the door and registers them into the breakfast club and then, at the end of the day, dismisses the children to parents from after school club. Breakfast club children are supervised until class time.
- Members of staff are always available in the mornings and at the end of the school day either on the gate or within the entrances to school.

- EYFS and KS1 children are all handed over directly to the person collecting them at the end of the day.
- A teacher supervises each playtime in addition to Support Staff. At lunchtime Welfare Assistants and Support Staff supervise and assist children in their play. They also supervise children in the different play/social areas.
- Support is available in every class but some classes have additional adult support if required.
- Parents can access relevant policies on the school website.
- Our school holds medical information for every child. We do not administer medication to children unless they have a medical care plan, parents are welcome to come and administer medicine to their children during the school day where necessary.
- When advised by parents and/or other professionals that a Care Plan needs to be in place all parties meet to draw up the plan. Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEND records and in the office.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.
- Meetings with the appropriate NHS professionals are arranged as appropriate to a child's needs.
- Medicines are kept in a locked store accessed by named staff. Inhalers are stored appropriately, usually in class, where they can be accessed when needed.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- 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.
- The SENDCO will hold regular meetings with the SEND governor-at least termly to audit aspects of SEND provision.
- Parents' views are always sought through TAF meetings, Learning Support Plan or EHCP review meetings, parental questionnaires and parents' evenings.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

At Dolphinholme CE Primary School we liaise with external agencies and professionals for higher levels of need:

- Children and Adult Mental Health Service (CAMHS)
- Children's Social Care • Children and Family Wellbeing Service
- Child Action North West
- Educational Psychology Service
- Occupational Therapy
- School Nurse Team
- SEND services
- Speech and Language Therapy Service

We use the Early Help Assessment and Team Around the Family (TAF) to link with other agencies.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

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 and/or the SENDCo. 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 the Chair of Governors, who will work in liaison with the SEN Governor.

The school has adopted the LCC Complaints procedures. A full copy of this is available in school and on our website:

<https://dolphinholme.lancs.sch.uk/>

Where can I find the contact details of support services for the parents of children/young people with SEND?

During meetings we regularly signpost parents to support services as appropriate. Parents can use the following link to Lancashire's SEND Information and Advice Team (AIS) to access support and signpost children/young people and their parents/carers with special education needs to organisations and services that can provide additional support.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <https://dolphinsholme.lancs.sch.uk/wp-content/uploads/2022/11/Local-offer-2022.pdf>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>