

Dovecotes Primary School

Special Educational Needs and Disability (SEND) Information Report



Spread your wings, learn new things,
fly as high as you can.

Reviewed by D.Turtle: September 2021
Date Adopted by Governing Body: Autumn term 2021
Review date: September 2022

OUR CORE VALUES:

- **Be Ambitious**

Aspire to be the best you can be.
'If you can dream it, you can do it.' ~ Walt Disney

- **Be Kind**

Show empathy towards yourself, others and the environment.
'You can always, always give something, even if it is only kindness.' ~ Anne Frank

- **Be Honest**

Show you are trustworthy and reliable members of our school family.
'Honesty is always the best policy.' ~ George Washington

- **Be Brave**

Have the confidence to take risks and find the resilience to bounce back when things go wrong.
'Do not judge me by my success, judge me by how many times I fell down and got back up again.' ~ Nelson Mandela

- **Be Creative**

Use your imagination to solve problems and express yourself.
'Imagination will take you everywhere.' ~ Albert Einstein

- **Be Healthy**

Look after both your physical and mental health.
'A child's mental health is just as important as their physical health.' ~ Kate Middleton

- **Be YOU**

OUR MOTTO:

Spread your wings, learn new things, fly as high as you can.

What is a SEND Information Report?

A SEND Information Report is a report that informs parents/carers, pupils and stakeholders' of the protocols, provision and expectations that a school offer for learners with Special Educational Needs and Disabilities (SEND). This information report also forms part of the Wolverhampton Local Offer.

The Special Educational Needs and Disability Regulations 2014 require the school to publish information regarding to their provision for pupils with Special Educational Needs and Disabilities (SEND).

Dovecotes Primary School apply the definition for Special Educational Needs and Disability from the SEND Code of Practice (2014). This states:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, that is different from or additional to that normally available to pupils of the same age.'

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The schools' information report is reviewed annually or sooner if the specific needs of our learners change. The SENDCo will make amendments where necessary.

Staff Roles and responsibilities:

Class teachers' responsibilities are;

- Discussions with parents highlighting concerns over progress or a change in behaviours, working together to support your child.
- Checking and monitoring the progress of your child and identifying, planning and delivering any additional help/intervention your child may need (this could be targeted work or additional support) and informing the Special Education Needs and Disabilities Co-ordinator (SENDCo) and parents.
- Individual targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Mrs Turtle's (SENDCo) is responsible for;

- Providing professional guidance and work closely with staff, parents and other agencies.
- Writing the SEND Information Report which MUST be published on the setting website and updated annually
- Co-ordinating provision for children with SEND
- Advising on a graduated approach to provide SEND Support and monitoring the delivery of this.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents and carers of pupils with SEND
- Liaising with EYFS providers, other schools, Educational Psychologist, health and social care professionals and independent or voluntary bodies and the local authority SEND START team.
- Supporting and Managing the transition process – between the varying levels of SEND support, from one year group to the next and any change of school.

Miss Challenor (Head Teacher) is responsible for;

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Delegating responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Ensuring the Governing Board is kept up to date about issues relating to SEND.

The Governors are responsible for;

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Supporting and challenging the Head teacher and SENDCo with regards to SEND within the school.

We hope the information within this report is helpful. At Dovecotes we offer an open door policy, if parents have concerns regarding their child's abilities we will work together to provide the support appropriate. Initial discussions are with class teachers; which will lead to conversations with our SEND Coordinator. However, if you require a conversation with our SEND Coordinator directly, please ask for Mrs Turtle. If she is not available, please leave a message and she will get back to you as soon as she can.

SEND Coordinator: Mrs Turtle

Link SEND Governor: Mrs Butler

Head Teacher: Miss Challenor

Learning Mentor: Mrs Hehir

All staff can be contacted on the schools telephone number or email address:

01902 558284

dovecotesprimaryschool@wolverhampton.gov.uk

Identification of children's needs

At Dovecotes we follow a whole school approach for SEND commonly known as 'The Graduated Approach'. We assess the needs of children and then provide the appropriate support/provision to meet their needs. The 'Graduated Approach' follows four stages like a cycle; Assess, Plan, Do, Review. For more information about this approach/cycle please refer to Chapter 6 of the SEND Code of Practise 2015. Below is an example of the cycle;



The cycle is an ongoing cycle that is not considered as a single process. There may be multiply cycles depending on the child and needs i.e. language difficulties, communication, number difficulties, sensory needs etc. The aim of the approach/cycles is to support the child in all areas of need. At Dovecotes our reviews are ongoing and so are our discussions with parents; however we have termly scheduled reviews with parents/carers.

Within 'The Graduated Approach' additional support is identified as 'Waves of Intervention'. These are illustrated below;



Wave 1 – is the expectation of 'Quality First' teaching, where good quality teaching and pitching work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - i.e., it is part of the planning, beliefs and core values of the school as a whole.

Wave 2 – is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycle of Assess, Plan, Do, Review.

Wave 3 – is usually where an external specialist may be asked to advise on more specialised support, generally where a child has not progressed as well as expected with the current additional support/interventions. This would form part of subsequent cycles of the graduated approach and parents/carers consent is always asked for.

Children's Identification of needs are in line with the Code of Practice (2015) and fall into 4 broad areas of need:

Communication and Interaction

This includes children who have speech, language and communication needs which result in them having difficulty communicating with others, as well as children who are or maybe on the Autistic Spectrum and are likely to have difficulties with social interaction and literal language.

Cognition and Learning

This includes children whose learning difficulty could result in them in needed extra support in particular areas of the curriculum, children who have a specific learning difficulty (SpLD) such as Dyslexia or Dyspraxia or children that learn at a slower pace than their peers. For example, children who have moderate learning difficulties (MLD).

Social, Emotional and Mental Health

This includes challenging behaviours as a communication for a need, behaviours seen as anxiety, withdrawn, low self-esteem or concerns around eating and self-image along with children who have attachment disorder, ADHD (Attention Deficit Hyperactivity Disorder), ADD (Attention Deficit Disorder) or ASD (Autistic Spectrum Disorder).

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability that causes a barrier to their learning from making use of the educational facilities provided, such as a Hearing Impairment (HI), Vision Impairment (VI) or a Physical Disability (PD) requiring ongoing support. This area also covers sensory processing disorders.

At Dovecotes Primary, children are assessed when they join the school, regardless of which year they enter, using a variety of school assessment tools. This information is then used as a starting point for the child's learning needs. Children who join us from other educational settings are supported using information gained from their previous schools.

Children with English as an additional language, will have a first language assessment and work in a small support group to establish basic understanding and use of the English language and be partnered with a buddy. If assessments show that a child may require support to access the school curriculum or have a learning difficulty, parents are contacted at the earliest opportunity to discuss needs and enlist their active help and participation.

Children who have been identified as requiring extra support, will be given individual targets on Individual Education Plans (IEP's) within Early Years and SEN Support Passports within Key Stage 1 and 2, which are reviewed 3 times a year. If your child has multiple SEND needs and have the involvement of outside agencies, school ask for an Early Help to be opened to enable agencies, parents/carers to meet together with the SENDCo to discuss provision/support. If school and professionals feel your child is not making expected progress with the additional support already in place, they may suggest a referral for an Education Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a request will be made to the Local Authority for an assessment of needs. Meetings will take place annually to review the EHCP if successful.

Children that are able to vocalise and communicate their needs are involved in setting their own targets, completing their own Passports and participating in reviews, stating how they feel they have progressed, discussing their strengths, any areas of developments and their views of the school term (socially, emotionally and academically).

How do we measure progress?

- Pupils within Early Years are assessed against the school's personalised curriculum. This is carried out through interactive play, observations and pupil's work and responses. Early Years also use the assessment tool 'WellComm' for communication and language skills.
- Pupils in Years 1 – 6 are assessed in reading, writing, maths and science on at least a termly basis. This is an on-going process using a balance of formative and summative assessments to indicate the achievements of pupils, which are matched to the age related expectations for the appropriate year group. If a pupil is not making the expected progress towards achieving the end of year age related expectations or making limited progress over a period of time, extra support will be provided through timetabled intervention either as part of targeted teaching as part of a quality first teaching model, or as part of a withdrawal group, or 1:1 sessions as appropriate to need.
- Year 1 pupils complete a formal assessment for their 'phonic ability'; pupils that do not achieve expected levels are supported for additional phonic intervention and are assessed again in Year 2.
- Pupils that have been identified as SEND have their own individual targets and these are reviewed termly; however they are monitored through the year within class and adapted if achieved before the review date.
- Pupils with Education Health Care Plans (EHCP) are assessed linked to their long term outcomes set out by the Local Authority.
- Pupil's progress is discussed within 'pupil progress' meetings between the Head teacher and class teachers. Targets and provision is reviewed termly. This is shared with parents/carers within parents' evenings, termly – These meetings are currently taking place by telephone due to COVID 19.
- Pupil passports and IEP's are reviewed in consultation with the SENCo, pupils, class teachers and support staff termly (October/January and April). Review sheets are completed and shared with pupils and parents.

How can we work together to support your child?

Working together plays a key role in enabling all children to reach their full potential. Parents/Carers hold key information, knowledge and experience that will contribute to seeing the whole child enabling us to support their needs in the appropriate and best ways possible. The class teacher will work closely with parents/carers at all stages of their child's education and should be the first port of call, in case of any questions or concerns. A meeting can also be arranged with the SENDCo (Mrs Turtle) or the Head Teacher (Miss Challenor) on request.

Appointments for further discussions with class teachers can be made if needed and requests made via the school office. Telephone calls and text messages are made in order to maintain contact.

Parents/Carers can also seek impartial advice and support from the Wolverhampton Information, Advice and Support Service. Website: <http://wolvesias.org/>, Tel No: 01902 556945 and email address: ias.service@wolverhamotin.gov.uk,

Homework is set on a weekly basis for English and Maths and is specific to children's abilities. Reading books are sent home weekly and parents/carers are encouraged to make comments about their child. There are a range of on-line activities available on the Learning Platform for children to enhance their learning at home.

Parents/Carers evenings are held on a termly basis and a school report is sent out each year. During parents' evenings, teachers will give strategies to support their child and suggestions of extra activities that can be done at home, strategies are also outlined on the children's IEP's or 'pupil passports'. These consultations will take place by telephone at the moment, in light of the COVID 19 pandemic.

Children and young people in care (CYPIC) who have additional needs have a personal education plan (PEP) and meetings are held with relevant professionals and agencies to support and arrange appropriate provision for the child.

How will children be supported across the school?

Class teachers are responsible for the education and pastoral care of their pupils. They will raise any concerns with the SENDCo, Learning Mentor or Senior Leadership Team, who may make appropriate referrals with parents/carers consent, seeking further professional advice or organise appropriate support if necessary.

All work within class is pitched at an appropriate level, so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. A multi –sensory approach to learning is applied through the curriculum, with the use of visual and tactile resources. The benefit of this type of learning and differentiation is that all children can access learning at their ability.

When children have been identified with Special Educational Needs or a Disability they will be given SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets. These targets will be set according to their need and placed on IEP's or Pupil Passports and monitored by the class teacher and reviewed with the SENDCo. Targets are shared with parents/carers. If appropriate, specialist equipment may be given to children and interventions will be put in place. Examples of interventions/provision can be seen below:

- Multisensory Approaches
- Concrete Apparatus/Visual Aids
- Specific equipment i.e. writing slopes, magnifying pebbles, coloured overlays
- ICT programmes
- 1:1 support
- Reading Fluncey
- Mindfulness
- Precision Teaching
- Small focus groups – Keep up to catch up!
- Talking Partners

All interventions are based on results from assessments and identified needs within the class and reviewed half termly. The school have a lovely sensory room that is used as a place of relaxation and time away from the classroom if required.

Out of school activities and extra-curricular activities are fully inclusive and accessible to all. Additional arrangements for pupils with SEND may be made as required. Visits out of school and visitors in school are organised regularly and link with the year group topics. All pupils are expected to take part and additional support is organised if needed. Pupils with SEND have full access to the after school clubs on offer; parents/carers need to specify which clubs their child would like to attend by completing the letters that go out at the beginning of the term.

How are pupils involved in their own learning?

All pupils with a SEND pupil passport or IEP are involved in setting and reviewing their targets. They are given the opportunity to discuss their progress and identify they feel they need support. A discussion is also taken place around their strengths, what support/strategies helps them within the learning environment and what areas they feel they need to work on with support.

What support is available for my child's overall wellbeing?

At Dovecotes we welcome and celebrate diversity. We have a caring, understanding pastoral ethos, looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo, Learning Mentor and Mental Health First Aiders or First Aiders for further advice and support. This may involve working alongside outside agencies such as Health Care and Social Services, our School Nurses, Outreach and/or Child and Adolescents Mental Health Services (CAMHS). The school has in place a number of policies that safeguard and support our children's well-being (i.e. behaviour policy, safeguarding policy, SEND policy, PSHE policy and Equal Opportunities policy). These policies are all accessible on the schools learning platform and school office.

If a child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse and parents/carers. These are shared with all staff who are involved with the child. We have named Paediatric first aid trained staff within the school and staff receive training delivered by the school nurse on Asthma, Epipen and Epilepsy. Where necessary and in agreement with parents/carers, medicines are administered in school but only if parents have signed a medical consent form available from the school office.

Staff will support children in the event of a 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by a phone call, if required. Please refer to the school Intimate Care Policy.

What specialist services are available in the school setting and accessed by the school?

The school have strong links and relationships with services within the borough. There are times when it may be necessary to consult and liaise with external agencies to receive specialised expertise and support. Some of these agencies include:

- Educational Psychologists (EP)
- Special Needs Early Years' Service – SNEYS
- Outreach Services
- Children's Therapy (Occupational Therapy/Speech and Language Therapy - SALT)
- Sensory Inclusion - Hearing and Visual Impairment Team
- Health Visitors and School Nurses
- GEM Centre (paediatricians)
- Specialist Teachers
- Family Support Workers in the nearby 'Dove Strengthening Families Hub'
- English as an Additional Language support – EAL.
- The Switch Project – a behaviour support service for schools; within the attached Dovecotes Arts Centre.
- CAMHS (Children and Adolescents Mental Health Services)

A referral is made with parents' consent and then services (outside agencies) work with individuals, sometimes within schools, reporting back to school staff and parents.

How the school's resources are allocated and matched to children's SEND needs (including staff training)?

The school ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available (SEND Budget, Pupil Premium and LEA Support funding). The school have a team of Teaching Assistants who are funded from the SEN budget and deliver 'Intervention' programmes. The needs of the children are reviewed frequently to ensure appropriate resources and provision are in place to provide an inclusive environment for all.

Teachers and Teaching assistants are the best resource at Dovecotes Primary School and we invest in training to ensure children have access to quality first teaching. We have a Learning Support Mentor/Youth Mental and Health First Aider in school to support Social, Emotional and Well-Being, positive behaviour and confidence. Members of staff are trained in a variety of programmes including: Speech and Language (ELKAN), Numicon (for visual mathematics) and phonics, Precision Teaching, Behaviour Management, Sensory Breaks and Social Stories. Other training sessions include 'Autism Awareness'.

What happens when my child leaves school or moves school?

- Pupils with an EHC plan will discuss the options of Secondary School at their Annual review, which is held during the summer term of Year 5 and a transition plan is put in place for support.
- Yr 6 pupils will attend transition days held by Secondary schools to attend the new school and to meet their peers. This is normally within the Summer Term. Before these sessions discussions are made between schools of pupils' needs and support.
- The SENDCo arranges SEND information to be collected by/ be delivered to receiving schools. All information is handled confidentially and is signed for on collection/delivery or acknowledge by an email.
- Where appropriate, we arrange for pupils with SEND to spend additional time at their new secondary school during the summer term prior to their move. Members of staff from Dovecotes may attend these additional transition sessions with the pupils and/or arrange for the parents/carers to attend also if they wish, where this is appropriate.

What should I do if I think my child has Special Educational Needs?

Initial discussions are with class teachers; which will lead to conversations with our SEND Coordinator. However, if you require a conversation with our SEND Coordinator, please ask for Mrs Turtle. If she is not available, please leave a message and she will get back to you as soon as she can.

01902 558284.

Who should I contact if I have concerns regarding my child's SEND Provision?

If you are not happy with the provision that your child is receiving, please speak to Mrs Turtle to discuss your concerns. If you still feel that you have concerns, then there is a complaints procedure in place, please refer to the Complaints policy on the school's website.

Who can I contact for further information about Special Educational Needs and Disabilities?

Dovecotes Primary School Website for policies and procedures

Wolverhampton City Council – Local Offer – [Wolverhampton Local Offer for SEND](#) - City of Wolverhampton Council

Wolverhampton Information Advice & Support Service – 01902 556945

IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk

Autism West Midlands – www.autismwestmidlands.org.uk

Wolverhampton GEM Centre – 01902 444670

Speech and Language – 01902 44363

Special Educational Needs Early Years' Service – 01902 558406

Sensory Inclusion – 01902 555937

Occupational Therapy – 01902 444670

Dove Strengthening Families Hub – 01902 550087

CAMHS – Child and Mental Health Services – 01902 444670

Education Psychology Service – 01902 550609

Specialist Learning Support – 01902 555934