**Special Educational Needs Information Report (2015)**

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1. **Context**

**In September 2014, the Department of Health and Children and families, introduced a new statutory Code of Practice for Special Educational Needs and Disability (SEND). The aim of the Code of Practice is to ensure an efficient system of identification of SEND support routinely put in place for children and young people with Special Educational needs and or disabilities and to allow parents and carers information on the services they can expect to be access from birth to 25. There are three key principles of the new legislation:**

**\*School Action and School Action Plus will be replaced by school based two categories (SEN support/SEN register).**

**\*The Statutory Statement of SEN, will be replaced by an Education Health Care Plan (EHCP)**

**\*Young people and their families will share their thoughts and have a much greater involvement in the discussions about their support.**

1. **How do we support all children At Dilton Marsh C of E Primary School**

**\* Teaching staff and classroom assistants know the children well, so learning activities are planned carefully to match children’s learning needs.**

**\* Classes are well resourced for children with additional needs and equipment such as radio aids, IT support and visual aids are present in classrooms to support children with SEND.**

**\* Each classroom has classroom assistants, offering extra support to groups of children. If a child has a Statement of Special Educational Need or an Education, Health Care Plan, specialised support can be made available. The SENCO and a Classroom assistant deliver extra phonics; fine motor skills, mathematics catch up programmes and speech and language support as well as specialist English as an Additional language teaching if required.**

**\* Staff access training, advice and resources to enable them to contribute to developing fully inclusive practice.**

1. **What kind of Special Educational Needs (SEN) are provided for?**

**A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.**

**Special educational needs and provision can be considered as falling under four broad areas:**

**\*Communication and interaction**

**\*Cognition and learning**

**\*Social, mental and emotional**

**\*Sensory and/or physical**

1. **What Services and Expertise does Dilton Marsh Primary School Provide?**

**\*Medical needs**

**\*Makaton**

**\*Counselling**

**\*Speech Therapy**

**\*Visits from teacher of the deaf**

**\*Emotional Literacy Support (ELSA)**

**\*Phonics support programme**

**\*EAL (English as Additional Language) specialist**

1. **How will children with special educational needs be identified and what sorts of assessment will be completed**

**\* Baseline tests – reading ages / spelling ages**

**\* Teacher / LSA / SENCO identification through observation**

**\* Marking**

**\* Parent information concerns / family history**

**\* Tracking progress through intervention groups**

**\* Target tracker analysis**

**\* Phonics screening**

**\* Speech and language screen**

**\* Early Years baseline**

**\*Phonological awareness assessment**

**\* Literacy assessments**

**\*Maths assessments**

**\*Working memory assessments**

**\*Provision guidance banding descriptors (when available)**

**\* Pre-school assessments and liaisons between settings**

1. **Who is responsible for the Special Educational Needs provision in school?**

**\* The SENCO is Susan Whithead Whiting, you can phone and make an appointment for a meeting: 01373822902**

**\* The governor responsible for SEN is Lisa Reynolds**

1. **What arrangements are there for consulting parents of children with Special Educational Needs and involving them in the child’s education?**

**\* Termly parent consultations**

**\* Termly review meetings**

**\* Communication books**

**\* Emails**

**\* Annual reviews for children with a statement / EHCP**

**\* Invite parents in to meet with the specialist teachers, speech therapist, educational psychologists etc.**

1. **What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?**

**\* One page profile**

**\* Conversation with teacher / classroom assistant**

**\* Special Educational Needs Co-ordinator (SENCO)**

**\* Progress reviews**

**\* Range of assessments in school and by outside agencies**

**\* Pupil views**

**\* Parent views**

1. **What arrangements are there for supporting children and yound people in moving between phases of education?**

***Pre-school to Foundation:***

**\* Nursery visits**

**\* Team around the child (TAC) meetings**

**\* Welcome meetings**

**\* School**

**\* Transition visits as required**

**\* Tailored transition programme as required**

**\* Photo books**

**\* Liaison with pre-school SENCO**

***Transition through the school:***

**\* Taster days in term six**

**\* Photo books**

**\* Key Stage 1 teachers to visit Foundation children**

**\* Hand over meeting**

***Moving between schools:***

**\* Liaison between the SENCOs**

**\* Meeting with the parent and child**

**\* Visit child before they leave their school**

**\* Monitoring of child once they have moved to Dilton Marsh C of E Primary School**

1. **What is the approach to teaching children and young people with Special Educational Needs**

**‘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’ [Code of Practice; June 2014: 6.36]**

**\* Graduated approach linked to assess, plan, do, review**

**\* Quality First Teaching / SEN Support / Education, Health and Care Plan**

**\* Provision, which is ‘additional to and different from’**

**\* Relevant research based intervention programmes linked with provision guidance**

**\* 1:1 support as school decides is appropriate, in consultation with parents**

**\* Response to specialist outside agencies**

Quality First Teaching

SEN support

Health Care Plan

1. **How are adaptions made to the curriculum and the learning environment of children and young people with Special Educational Needs?**

**\* Changes and adaptations to the physical environment**

**\* Ramps to make the site accessible**

**\* Toilets adapted for disabled users**

**\* Double doors in some parts of the building**

**\* Use of assistive technology**

**\* Visual timetables**

**\* Advice taken from specialist teachers**

**\* Specialist resources**

**\* Playtime provision**

**\* Parent’s recommendations**

**Please see the following documents: Disability Equality Policy**

1. **What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?**

**\* Educational psychologist advice**

**\* Speech and language therapist advice**

**\* Occupational therapist advice**

**\* Advice from Child and Adolescent mental health service**

**\* Counsellor**

**\* English As An Additional Language (EAL) Specialist**

**\* Every Child a Talker (ECT) trained staff**

**\* Boosting Language Auditory Skills Training (BLAST) trained staff**

**\* SENCO update meetings and specific training**

**\* School nurse**

**\* All staff will receive specialist training when required and available**

**\* Attend various training programmes organised by the local authority**

1. **How is the effectiveness of the provision given to children and young people with Special Education Needs evaluated?**

**\* Raise Online**

**\* P scales**

**\* Assessment against age related expectations**

**\* Intervention reviews**

**\* Annual Reviews / Person Centred Reviews**

**\* Parent Views**

**\* Child’s views**

**\* Teacher reports**

**\* OFSTED**

**\* Annual school reports**

**\* If appropriate progress has been made, children may be removed from the SEN register**

1. **How are children and young people with Special Educational Needs enable to engage in activities available with children and young people in the school who do not have Special Educational Needs?**

**\* General inclusion in activities / curriculum**

**\* Lunchtime and after school clubs**

**\* Social skills groups**

**\* Enrichment activities**

**\* School council**

1. **What support is there for improving emotional and social development**

**\* Counsellor**

**\* Social skills group**

**\* Social and Emotional Aspects of Learning (SEAL)**

**\* Personal, Social, Health Education (PSHE)**

**\* E-safety**

**\* Anti-bullying policy**

1. **How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisation, in meeting with children and young people’s Special Educational Needs and supporting their families?**

**\* Invites to Team Around the Child / Team Around the Family meetings**

**\* Open door policy**

**\* Referrals as appropriate to:**

* **General Practitioner (GP)**
* **Paediatrician**
* **Occupational Therapy (OT)**
* **School nurse**
* **Children and Adolescent Mental Health Service (CAMHS)**
* **Speech And Language Therapist (SALT)**
* **Social Care**
* **Educational Psychologist (EP)**
* **Wiltshire Autism Support**
* **Autism Parent Programme (SWAPP courses)**
* **Please see the Local Authority Offer for more details: www.wiltshirelocaloffer.org.uk**

1. **How many children have SEN at Dilton Marsh C of E Primary School during 2015-16?**

|  |  |  |
| --- | --- | --- |
| **Number of children who receive SEN support** | **Number of children who are on the SEN register** | **Number of children with a Health Care Plan (EHCP)** |
| **21** | **14** | **0** |

1. **What arrangements are in place handling complaints from parents of children with SEN about the provision made at the school?**

**Please refer to the school’s complaints policy. In all instances of concern or complaint it is hoped that the issue would be first taken to the class teacher and if the matter can not be resolved, it can then be taken to the Head teacher and the complaints policy followed.**

**This information should be read alongside the information provided by the local authority, which can be viewed at** [**www.wiltshirelocaloffer.org.uk**](http://www.wiltshirelocaloffer.org.uk)**.**