



Dilton Marsh C of E Primary School Special Educational Needs and Disability (SEN & D) Information Report

September 2021

In line with the SEN & D Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Dilton Marsh C of E Primary School for children with SEN & D.

Our vision for children with SEN & D

At Dilton Marsh C of E Primary School, we aim to inspire, nurture and challenge our children to achieve their full potential by enabling them to learn with enthusiasm, develop their creativity, discover their talents and do their best. We believe that all children should make progress regardless of their SEN & D.

<i>Who's who and what do we do?</i>	<ul style="list-style-type: none">• Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available to discuss any queries or concerns you may have. Please talk to them before or after school, via the Home-school contact book or make an appointment to see them via the school office.• Bethan Down is the Special Educational Needs Coordinator (SENCO). Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance via email or through the school office.• Jill Hibbs is the Headteacher who has ultimate responsibility for SEN & D.• We have a team of 8 teaching assistants who are trained to deliver a range of interventions and support programmes. Some of our TA's time is spent working in the classroom directly with the children. The rest of the day is spent delivering targeted interventions to individuals or groups of children.
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<p>How does the school know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Class teachers evaluate their lessons and consider whether children are making expected progress throughout the lesson. • Children are assessed each term and their attainment and progress is monitored by their teacher, the TA, the Key Stage leader, the SENCO and the headteacher. • If a class teacher has concerns about a child, he or she will contact parents to discuss. • Should concerns continue, the class teacher will discuss these with the SENCO. • Concerns may be raised by parents with the class teacher. <p><i>‘Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.’ SEN & D Code of Practice, January 2015</i></p>
<p>How does the school assess my child’s SEN & D?</p>	<ul style="list-style-type: none"> • If there have been ongoing concerns about a child’s progress and/or development, the class teacher will consult with parents and the SENCO. • If necessary, referral will also be made to the ‘Wiltshire Graduated Response to SEN & D Support’ (WGRSS) – this gives guidance regarding procedures and strategies and helps to inform decisions about how best to support the child’s needs. Some other assessment may be carried out to try to pinpoint the cause of any difficulty. This may involve reading, spelling, maths or vocabulary tests. We also occasionally use WESFORD. An observation may be carried out in class. • If necessary, the child may be added to the SEN Register at the ‘SEN Support’ level. A One Page Profile and SEN Support Passport will be completed by the class teacher and parents will be consulted. • In response to individual needs, a ‘My Support Plan’ may be written, so that progress can be closely monitored, and additional support put into place as necessary. Parents will be consulted and kept informed. • Should the class teacher or SENCO have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. • Whilst most children will have their SEN needs met at ‘SEN Support’ level, a small number may require a My Support Plan. This is person centred and outcome focused, concentrating on individual needs and priorities. This will be completed by the school working with the child and their parents. This will be reviewed throughout the school year to assess progress against the identified outcomes and any changes in provision that might be needed. • Where progress is still not adequate then it may be appropriate to request and Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.

	<ul style="list-style-type: none"> Children who have an Education, Health and Care Plan (EHCP) will have a formal Annual Review Meeting to review progress. This would involve the child, parents, the class teacher, SENCO, SEND lead worker and outside agencies who have been involved.
<i>What should a parent do if they think their child has Special Educational Needs?</i>	<ul style="list-style-type: none"> In the first instance, parents/carers are encouraged to contact their child's class teacher. The teacher is responsible for the learning of the children in his or her class and is best placed to discuss concerns. There are also a number of strategies that a teacher can put in place within the classroom to support. If concerns persist, parents/carers are able to contact the SENCO, Bethan Down or Head teacher, Jill Hibbs through the school office. We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and believe that this fosters excellent cooperation which is undoubtedly in the best interests of the children at our school. We would much rather hear about any worries however minor they may seem.
<i>How will the curriculum and learning environment be matched to my child's needs?</i>	<p>High quality teaching, differentiated for groups or for individuals is the first step in supporting pupils who have or may not have SEN & D.</p> <ul style="list-style-type: none"> Using assessment outcomes, challenging but achievable targets are set for each child. Where necessary, specific resources and strategies are used to support children both individually and in groups, for example laptops, visual timetable, writing frames, pencil grips. Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles.
<i>How will Dilton Marsh C of E Primary School support my child?</i>	<p>The class teacher will oversee, plan and work with each child with SEN & D in their class to ensure that progress is made in every area.</p> <ul style="list-style-type: none"> Class work is pitched at an appropriate level so that all children are able to access it 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 for a specific child. The benefit of this type of differentiation is that work is personalised and tailored to groups and individuals. There is a whole-school reward scheme which is accessible to all children.

	<ul style="list-style-type: none"> • Teachers closely monitor the progress of individuals in order to target weaknesses. • We will inform parents/carers if a child is receiving intervention in school. We will monitor the impact of the intervention and assess accordingly. Interventions may be linked to phonics, reading, spelling, maths and much more. • Some children write a one-page profile alongside their teacher. This may include specific targets to work on in school and at home. • We have a clear and consistent behaviour policy. We will inform you of any serious behaviour incidents. We monitor behaviour on a weekly basis. • Some students need support to make the transition to school in the morning and are supported with this by a TA 'meet and greet'. • We monitor attendance and lateness; if there is an issue you will be informed. • Some pupils need individualised rewards schemes. • Some children may be supported at unstructured times. • We use a variety of strategies to work with children with social and emotional needs. • Some children require access to Teaching Assistant support in lessons. This may be on an individual basis or as part of a small group. Teaching Assistants also work within a class and offer support in the form of prompts or further explanations as needed. • We can contact a parent support worker who will offer support to some families. • Teachers use a variety of strategies to help children with focus and attention difficulties such as work stations, fiddle toys, timers and individual reward books. • Teachers ensure that children with physical difficulties have the correct equipment including appropriate seating in order to enable a child to learn. • Teachers use strategies such as those in the "Support in Wiltshire for Autism" booklet. • Teachers also use specialist reports and assessment to remove barriers to learning for individuals • Teachers ensure that those children with visual impairments have access to appropriate resources. • Teachers give careful consideration to groupings and seating within the classroom. • All classrooms have visual timetables. • For a full school offer of intervention, please see appendix.
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<p><i>How will I know how my child is doing?</i></p>	<p>We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.</p> <ul style="list-style-type: none"> • The class teacher will meet or talk to parents/carers of children with SEN & D at least on a termly basis (this could be as part of parent's evening) to discuss your child's needs, support and progress. • Additionally, if a child is seen by an outside agency, parents/carers will be invited to contribute their views and receive a full copy of the report. • If a child has a My Support Plan, his or her progress will also be reviewed with the class teacher and/or the SENCO at least three times per year. • Parents/carers are also welcome to make an appointment to meet with either the class teacher or SENCO and discuss how a child is getting on. • It is possible to contact the SENCO, Bethan Down, by emailing sen@diltonmarsh.wilts.sch.uk
<p><i>How accessible is the school environment?</i></p>	<ul style="list-style-type: none"> • All classrooms in the main building are on one level and can be accessed using a wheelchair. The year 6 classroom has a ramp so that they also can be accessed. • We have a disabled toilet to be used when necessary. • When external planners and designers are employed by the Trust, the school's policy on Accessibility will be provided to the planner or designer who will be instructed to take account of the policy.
<p><i>How do we ensure that children with special educational needs or disability are not treated less favourably than other pupils and enabled to engage in activities available to children in the school who do</i></p>	<ul style="list-style-type: none"> • All pupils at Dilton Marsh are fully integrated into the life of the school and curriculum and encouraged to contribute to the social and cultural activities in school. • We work closely with specialist teachers to complete risk assessments for pupils with additional needs for any off site activity, such as swimming, a school outing or residential trip. All pupils are encouraged to take part in sports activities, school productions, special workshops etc. In consultation with parents/carers we will make any necessary adaptations. • In the unlikely event that the activity is considered unsafe, we will provide alternative activities that will cover the same areas of the curriculum.

<i>not have special educational needs?</i>	
<i>What are the arrangements for the admission of disabled/SEN pupils?</i>	<ul style="list-style-type: none"> • Pupils with a disability/special educational needs but not an Education Health Care Plan (EHCP) are dealt with through normal admissions policy. Dilton Marsh cannot refuse to admit a pupil because (s)he does not have an EHCP or is being assessed for an EHCP. • All Governing Bodies are required by section 324 of the Education Act 1996 to admit to a school a child with an EHCP if that EHCP names the school. When children with potential access difficulties start at Dilton Marsh, the Headteacher, SENCo and teachers work closely with external agencies to ensure appropriate training, modifications to the environment and provision is in place to support that child. • Delivery of information to both parents and children is adapted, as necessary, on an individual basis. Parents / carers are also able to access written information through alternative means if requested.
<i>How are we increasing the extent to which disabled pupils can participate in the school's curriculum?</i>	<p>Dilton Marsh creates inclusive processes and practices where the varying needs of individuals can be identified and met. We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to be inclusive of the needs of individual pupils and their preferred learning styles: and endorse the key principles in the current National Curriculum framework, which underpins the development of a more inclusive curriculum:</p> <ul style="list-style-type: none"> • Setting suitable learning challenges. • Giving all pupils the opportunity to experience the “wider world.” • Responding to pupils’ diverse learning needs. • Overcoming potential barriers to learning and assessment for individuals and groups of pupils, in line with our Inclusion Policy. • As children’s special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their SEN/disability. • Parents/carers are encouraged to help develop aspirational and appropriate outcomes for children with SEND. • All children are fully included in all areas of the curriculum within the designated school times including school trips, plays and school clubs regardless of their SEND. • The ethos of the school celebrates diversity and encourages inclusion through assemblies, religious education and PSHE.

<p><i>How will the school help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> • The class teacher or the SENCO can offer advice and practical ways that you can help your child at home. • If your child is on the SEND register at SEN Support level, he or she will have a one-page profile and SEN Support Passport which will identify targets for the term. This will be discussed with you on a termly basis with the class teacher and you will be given a copy of the targets. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. • If your child has more complex difficulties, he or she may need a "My Support Plan" which is a detailed document which gives a holistic picture of the child. It also outlines possible avenues of support. • If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress. • If a class teacher needs to discuss an issue with parents/carers, it will be done privately and strategies to support your child will be offered. • The school can make contact with a Parent Support Worker who offers advice to some parents.
<p><i>How will my child's voice be heard?</i></p>	<ul style="list-style-type: none"> • Through regular circle time and PSHE sessions, discussions in class and in Collective Worship or assembly. • Through the School Council. • Class teachers discuss children's targets with them and where they are able, children have a say in their own target setting and target review. • Children will share their strengths and areas they would like support within their 'One Page Profile'. • Children who have a 'Education Health Care Plan' or a 'My Support Plan' will be involved in their development and review .

<p><i>How will Dilton Marsh C of E Primary School support my child's social and emotional development and well-being?</i></p>	<p>We believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.</p> <p><i>Support which is always available:</i></p> <ul style="list-style-type: none"> • Circle Time and PSHE lessons to promote social skills and social development. • Class and whole school reward systems that promote and celebrate social development, as well as other achievements. • Regular Collective Worship and a termly class assembly. • Staff provide a meet and greet at the door every morning. • We encourage children to communicate their worries with a trusted adult. • We have an anti-bullying week. • Our TAs are also our MDSAs which allows children to effectively supported for their well-being by familiar adults at unstructured times. <p><i>Support that may be put in place:</i></p> <ul style="list-style-type: none"> • We offer Emotional Literacy Support Assistant intervention which is flexible to meet many social, emotional and mental health needs and includes structured interventions and 1:1 bespoke provision. • Use of social stories. • Morning meet and greet time with a TA. • Social skills activities within a small group.
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<p><i>How will Dilton Marsh C of E Primary School support my child for joining the school or transferring to a new school?</i></p>	<ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting with us. • For children with SEN & D we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate. • We write social stories or language jigs with children to help explain and prepare them for any major transition. • There is an effective transition programme in place with the local secondary schools, Matravers and Kingdown School. This involves members of their staff visiting the children in Year 6 as well as visits to the secondary school site. Additional transition is available for some pupils with SEN & D who it is felt would benefit from extra visits and preparation. • We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. • If your child has an Education, Health Care Plan or My Support Plan, and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
<p><i>What training do staff receive regarding SEND?</i></p>	<ul style="list-style-type: none"> • The SENCO attends Trust based network meetings with other SENCOs to look at provision and development of SEN & D across the trust. • The SEND director for the Trust also meets regularly with the SENCO to look at priorities for the school and discuss and particular focus children or training needs. • We have regular staff meetings to ensure all staff are kept up to date with SEN & D developments. • Some staff have completed first aid and manual handling training. • Our ELSA trained TA receives training three times per year from the county Educational Psychology Service. • Staff may meet with members of SSENS (Specialist Special Educational Needs Service), Educational Psychologists during 'SEN Surgeries' or at the Annual Planning Meeting.

	<ul style="list-style-type: none"> • Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course. • If we admit a child for whom specialist training is needed eg Epi-pen use, training is provided as soon as possible.
<i>What specialist services are accessed by the school?</i>	<ul style="list-style-type: none"> • The SENCO, Bethan Down is working towards the National Award for SEN Coordination. • Teaching assistants are trained in a variety of interventions including Helping Children cope with Anxiety, Beyond Phonics, Phonics support, Sound Discovery, BLAST, Supporting Maths. • All staff are able to access resources for social skills, fine motor skills, social communication difficulties, speech and language programmes, phonics. • We also access the expertise of the Resource base staff who work with children with complex needs. • We access advice and support from the Specialist SEN Service, Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, School Nursing Team, Child and Adolescent Mental Health Service (CAMHS), Social Care, Multi-Agency Safeguarding Hub. • Where requested by parents/carers, we also receive communications from the Child Community Health Team including Paediatricians and Specialist nurses. • We aim to work closely with any outside agencies that are involved with your child.
<i>How are the school's resources allocated and matched to need?</i>	<ul style="list-style-type: none"> • The budget is allocated on a needs basis; children with more complex needs will require more support. • Pupil Progress Meetings, held three times a year with senior staff, review the progress of all children. We review and evaluate our resources and provision to ensure effective support is maintained. Class teachers continually monitor children's progress and direct support from their teaching assistant accordingly. • The class teacher and the SENCO will discuss the child's needs and what support would be appropriate. This will invariably involve liaison with parents as well. We make our best endeavours to ensure that children have the levels of support that they require. Of course, every child at Dilton Marsh C of E Primary School Primary is individual and different children will require different levels of support in order to help them make progress and achieve their potential. We consider this to be critical to the way in which we work, and we commit a lot of time and effort in considering the appropriate level of support for each child.

<p><i>Can my child's school dinner requirements be accommodated if they have a special diet?</i></p>	<ul style="list-style-type: none"> • A hot dinner is available for all children in KS1 and for those in KS2 who wish to purchase one. • Special diets can be accommodated for, as long as we have advance notice.
<p><i>How are the school governors involved?</i></p>	<ul style="list-style-type: none"> • Bethan Down, the SENCO, updates the Academy Councillors on progress in SEN & D. Academy Councillors are encouraged to visit the school regularly.
<p><i>Who do I contact if I have further concerns or would like more information?</i></p>	<ul style="list-style-type: none"> • The first point of contact would be your child's class teacher to share your concerns. This could be followed by contact with the Key Stage leader (Sharon Broad EYFS and KS1; John Bullen Key Stage 2). • You could also arrange to meet with the SENCO, Bethan Down. • Wiltshire Parent Carer Council is an organisation that provides independent advice and support for families – http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page • The Wiltshire Local Offer has a huge range of information about SEND in Wiltshire – https://www.wiltshire.gov.uk/local-offer
<p><i>What do I do if I have a concern about the provision for my child with SEN & D?</i></p>	<p>If concerns raised with the class teacher and SENCO are not met with a satisfactory outcome, you are welcome to contact the Headteacher, Jill Hibbs at the school. Furthermore, a full copy of our complaints procedure is available on the school website.</p>

Nature of Need	Wave 1	Wave 2	Wave 3	Wave 4
Communication and Interaction	<ul style="list-style-type: none"> Classroom differentiation In class support Visual timetables displayed Communication with parents 	Wave 1 plus: <ul style="list-style-type: none"> One page profile Meet and greet Short term Small group work Access to time out Use of emotion cards, 5-point scale Now and next Time to talk Social stories Individual work station ELSA Support from Acorn Trust Behaviour support teacher 	Wave1&2 plus: <ul style="list-style-type: none"> Longer term small group work Some 1:1 TA support Referral to SSENs, SaLT, BSS Referral to Community Paediatrician 1:1 or small group SaLT intervention Safe space Music lessons Extended class to class and secondary transition PAT - Sox 	Wave 1,2&3 plus: <ul style="list-style-type: none"> Additional supervision at playtimes Consideration of adapted, flexible timetable Additional TA support Forest school Link 2
Cognition and Learning	<ul style="list-style-type: none"> Classroom differentiation In class support Intervention – planned by teacher Small group work – planned by teacher Booster groups Communication with parents 	Wave 1 plus: <ul style="list-style-type: none"> One page profile Coloured overlays Daily reading Paired reading Reading intervention Spelling intervention 1:1 phonics Minute a day SNIP Fine motor intervention Numeracy intervention Talk buttons/boards 	Wave1&2 plus: <ul style="list-style-type: none"> Referral to SSENs, Educational psychologist Use of ICT to record Extended transition class to class and to secondary school 	Wave 1,2&3 plus: <ul style="list-style-type: none"> My Support Plan EHC Plan Additional TA support
Social, Mental and Emotional Health	<ul style="list-style-type: none"> Classroom differentiation Class teacher/home contact Visual timetable Seating plan – position in class room Explorers club 	Wave 1 plus: <ul style="list-style-type: none"> Monitored by senior staff Social skills sessions Anger management Mentoring Counselling ELSA PAT – Sox 5-point scales Safe space 	Wave1&2 plus: <ul style="list-style-type: none"> Report card Some alternative off site provision e.g. Forest School Multi Agency Referrals Outside Agency referral Meet and greet Support for transitions between year groups Behaviour support (Amber Whitehead – Trust based) 	Wave 1,2&3 plus: <ul style="list-style-type: none"> My Support Plan EHC Plan Additional TA support Additional supervision at playtimes Consideration of adapted, flexible timetable Play therapy (via The Safe Space, Chippenham)

			<ul style="list-style-type: none"> • Extended transition for secondary school • Forest school • Link 2 • Music lessons • Individual behaviour risk assessments 	
Sensory and/or Physical	<ul style="list-style-type: none"> • Classroom differentiation • Seating plan • Personal space • In class support • Access to time out • SAT access arrangements 	Wave 1 plus: <ul style="list-style-type: none"> • Escort • Reader • Scribe • IT support • 121 motor skill support/exercise • Alternative resources – writing equipment, books, overlays 	Wave1&2 plus: <ul style="list-style-type: none"> • TA supporting use of specialist VI or HI equipment • Some alternative provision • Music lessons 	Wave 1,2&3 plus: <ul style="list-style-type: none"> • My Support Plan • EHC Plan • Additional TA support • Additional supervision at playtimes • Consideration of adapted, flexible timetable