

SEN INFORMATION REPORT (Version: 2)

The kinds of special educational needs (SEN) that are provided for in school

- There are a variety of different SEN supported in school. These include:
- Physical disabilities such as Spina Bifida and Cerebral Palsy;
 - Specific disabilities such as Attention Deficit Hyperactivity Disorder and Autistic Spectrum Condition (ASC/ASD);
 - Hearing impairment;
 - Visual impairment;
 - Moderate learning difficulties such as a difficulty with reading, writing or maths;
 - General developmental delay;
 - Speech, language and communication difficulties;
 - Sensory difficulties;
 - Behavioural difficulties.

The above list is not exhaustive and other needs individualised needs are also supported within Sheep Dip Lane Primary School. Children are identified as having SEN across a spectrum receive varying levels of support from either internal school staff or external expertise.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/carers may have concerns

SENCO: Mrs A Laity
Head Teacher: Mrs F Parish
Inclusion Manager: Miss L Wales

Contact phone number: 01302 842464

Policies for identifying children and young people with SEN and assessing their needs (list all relevant policies)

Special Educational Needs Policy
Inclusion Policy
Behaviour Policy/Positive Relationships Policy
Supporting Medical Needs Policy
Moving and Handling Policy
Teaching and Learning Policy
Assessment Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

At Sheep Dip Lane Primary School we maintain that parents/carers are key partners for supporting children's development and learning. Parents and carers have been consulted in changing the school's SEN policy.

Parents/carers are invited to speak with their child's class teacher initially if they have any concerns about their child's learning and progress. A meeting

can also be arranged with the SENDCO if parents feel their child's needs are severe enough to require additional classroom support. At this point an Individual Education Plan (SEN SUPPORT PLAN) will be created with both the parent and child.

We also operate an open-door policy where parents are welcome to speak with their child's class teacher or SENDCO at any time

Arrangements for consulting young people with SEN and involving them in their education

Children at Sheep Dip Lane Primary are involved in creating their learning targets in all areas (in varied ways dependent on their age), specifically on their SEN Support Plan. We believe that children know how they learn and they are the best teachers in explaining this to adults in school, therefore creating their small step SEN SUPPORT PLAN target with them is crucial.

Children are consulted throughout the school year and within different targeted interventions on their progress and how they feel about the learning they are taking part in. This information guides the development of targets and support towards their SEN

Arrangements for assessing and reviewing children and young peoples progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Children's SEN SUPPORT PLAN targets are reviewed at least three times per year (termly) although teachers and children review targets in reading, writing and maths daily within their everyday teaching and learning sessions (formative assessment).

Children and their parents/carers are invited to contact their teacher if they feel targets have been met and therefore require review prior to the termly review. Parents receive a copy of their child's SEN SUPPORT PLAN and are asked to support these at home in order for their child to progress more rapidly.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

School believe that transition between year groups, stages of life and between schools is a very important, exciting, yet a stressful period for children to progress through. We also recognise that this can also be a stressful time for the whole family. The SENCO and Inclusion Manager have supported families to visit new schools and discuss children's transition needs many months prior to the move to ensure that this is as smooth and stress-free as possible.

Within school, a transition programme is in place where children take part in

sessions within their new classroom with their new teacher, support staff and peers. Teachers ensure that SEN information is passed to the next teacher effectively and the SENCO works alongside the class teacher in supporting the child and family. Families are also invited to meet with their child's new class teacher prior to the transitional period. Children are informed of their move as soon as possible and individualised transition plans are put into place with an allocated support worker for the child to undertake prior to transition.

School keeps an up-to-date medical needs register which all class teachers and first aider's have access to. These are updated regularly with close links to health workers and families.

Children transferring or joining our school are also supported as soon as an SEN becomes evident. Secure partnership working between the SENCO, Inclusion Manager and external agencies support this process. Nursery visits, home visits and school visits can be arranged to support children's individual needs.

Approach to teaching children and young people with SEN

Every child's needs are different. At Sheep Dip Lane Primary we pride ourselves in believing that we meet the needs of every child with the support from the child and their family. Every teacher ensures that they use many different forms of teaching including visual, auditory and kinaesthetic.

- Children with SEN are initially taught within the main classroom setting with an assessment of their individual needs being undertaken. A child with SEN may be supported on a 1-1 basis, in small groups and in larger groups. A child may also be supported by an external agency such as:
 - Speech and Language Therapist
 - Educational Psychologist
 - Occupational Therapist
 - LA SEND team
 - LA ASD (Ascets) team
 - Educational Psychologist
 - Health teams – School Nurse and Health Visitor
 - Behavioural support – Bentley PLC, Thrive
 - CAMHS

Children take part in creating their own SEN SUPPORT PLAN targets where they may highlight specific ways of being taught or how they learn. These suggestions are always taken into account and used when teaching the child.

The teaching of children in Sheep Dip Lane Primary does not only include skills for Reading, Writing and Maths but also social, emotional and mental support skills. We believe that it is imperative that children have experienced life skills that enable them to approach teaching and learning to their optimum. This may include a child taking part in a social skill, relationship, emotional

support activity.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

School has ensured that all children can access the school building regardless of their SEN. Ongoing adaptations take place where necessary.

As stated previously, the curriculum is adapted to suit every child in school with external partnership support where necessary (for example, with ASD team, Hearing Impairment and Visual Impairment team support).

Although SEN can generally require additional support, children in our school are supported to develop their strengths and through taking part in a broad and balanced curriculum are encouraged to do so.

Children in our school also take part in extra curricular activities where additional support may be necessary. For example, when swimming in Key Stage 2, children may receive 1-1 support in the pool. The Head Teacher and SENCO ensure that children are supported where necessary with 1-1 support for physical activity sessions, 1-1 tutoring and home tutoring.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

School pride themselves in ensuring that all children's needs are met. This has led to much staff training in order to support all. Any additional training required is always kept up to date. The SENCO takes part in termly meetings with the Local Authority to ensure that school are meeting the requirements for children.

Specific training includes:

- Six Cygnet Practitioner trained staff to support children diagnosed with an ASD.
- Six THRIVE trained practitioners with whole school overview training.
- Two trained Lego therapy staff.
- Support staff trained Emotional Literacy with a lead practitioner (Inclusion Manager).
- Four Team Teach trained staff.
- One Little Rainbows (bereavement) trained practitioner.
- An external counsellor weekly into school.

More global training also includes:

- Star Time
- Dyslexia
- Downs Syndrome
- Loss and Trauma

Specialist expertise is also sought when a child's needs present themselves

as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

- LA SEN team
- LA ASD team
- LA Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Hospital teams
- Behavioural support – Bentley PLC, Thrive
- CAMHS

Evaluating the effectiveness of the provision made for the children and young people with SEN

The class teacher is responsible for the everyday evaluation of their teaching and learning for each child in their class. They may highlight a child who is requiring additional support to the Head Teacher or SENCO who will then assess that specific child in their class base. The SENCO may also access external support and advice to determine the best route forward to support the child.

Half termly and termly results are evaluated by the Head Teacher and SENCO to determine where additional support may be required. Ongoing assessment of small group intervention is also undertaken to ensure that children are progressing with the additional input. Where results may not be showing an improvement the child's support plan will be adapted.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

At Sheep Dip Lane Primary School we ensure that all children are able to access the same activities as each other. Advanced consideration for all new activities takes place between the Head Teacher, SENCO and class teacher where necessary.

External advice may be required to ensure that children with SEN are supported effectively. For example, the Physiotherapist would be contacted if involved with supporting a child at our school if they were to take part in a new physical activity.

Support for improving educational and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Sheep Dip Lane are excited to be developing the Thrive programme within school which will support children with social, emotional and personal development.

We have achieved the Local Authority Anti-Bullying Bronze Award and are progressing our way to completing the Silver and Gold levels. We pride ourselves in having an anti-bullying team in school where children nominate to select four Year 6 children to be our Anti-Bullying bullies. They lead school assemblies and are visible on the playground to support children where necessary. We also have a worry box where children can post their worries which are dealt with sensitively by the Inclusion Manager.

Regular whole school assemblies focussed on anti-bullying take place lead by the Head Teacher, Inclusion Manager and Anti-Bullying Buddies. All types of bullying are discussed (such as cyber bullying, persistent name calling or physical) including the different types of bullies and the parts bystanders may play. School also holds e-safety workshops for children and families.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisation, in meeting children and young people's SEN and supporting their families

The Head Teacher and Inclusion Manager are all trained Safeguarding members. Communication between Health and Social care takes place regularly with these staff members in order to support children and their families with SEN.

Listed above are other external services and organisations contacted regularly to support children with SEN. It is important to remember however that not all children with SEN require external support.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

We have a complaints procedure that school follows and adheres to.

Initially the family is to contact the class teacher with their concern or complaint. Where the family feels that the concern or complaint has not been dealt with satisfactorily, then the Head Teacher is to be informed by the family. The Head Teacher will then conduct a thorough investigation into the concern or complaint, feeding back to the family. The Chair of Governors may also be involved in the investigation.

Details of the school's contribution to the Local Offer, including information on where the Local Authorities Local Offer is published

School contributes to the Local Offer with regards to supporting all children with SEN by effectively using the Local Authorities support. We recognise that all children with SEN are different and individuals with separate needs. The Local Offer suggests that Doncaster Local Authority can provide various support for various needs.

Sheep Dip Lane's Local Offer is published on our school website and within the SEN policy.