



## Doxey Primary School

### SEN Information Report

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Date of Review	November 2020
Policy lead	Claire Jones
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Review due	Autumn 2021

## School SEN Information Report 2020 - 2021

### What are special educational needs (SEN) or a disability?

At Doxey Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states that

A child or young person has **special educational needs** if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a **significantly greater difficulty learning than the majority of others of the same age.**
- Special educational provision means **education or training that is additional to, or different from,** that made for others of the same age in a mainstream setting in England

Many children who have SEN 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.*

### What are the kinds of special educational needs for which provision is made at Doxey School?

Doxey is a maintained mainstream Primary school for children aged up to 11 years, incorporating a governor led Nursery for children aged 2 and above.

We provide a differentiated curriculum to ensure all needs are addressed and met so all have an equal opportunity to access learning.

Children at Doxey may present with moderate or specific learning difficulties, which may incorporate communication and interaction or social, emotional and mental health difficulties. Children may also present with sensory or physical difficulties.

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admission policy.

You can find a copy of our admissions policy on our website.

If a place is available we will work with parents and carers to deliver the provision required to meet the needs of the child within the resources available to the school.

For the parents of children with an EHCP parents have the right to request a particular school and the Local Authority must comply with that preference and name the school in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child, or
- The attendance of the child there would be incompatible with the efficient education of others or the efficient use of resources.

Before making the decision to name Doxey Primary School in a child's EHCP the local authority will send the governing body a copy of the EHCP for their comments before a final decision is made.

### **How does Doxey Primary School know if my child needs extra help or has SEN?**

School use the Staffordshire guidance to support identification and classification of Special Educational needs. Advice may be sought from outside agencies to support this, such as: SENSS, Educational Psychologist, Speech and Language, Occupational Therapy, school nurse, local GP and CAMHs.

Assessment data is reviewed and tracked every half term so that pupils not making expected progress and/or attainment are quickly identified.

Observations by class teachers may sometimes indicate that a pupil has SEN.

Concerns can also be raised by parents or a child themselves, if a parent has concerns about their child they should discuss these with the class teacher first.

If we are concerned about a child's progress or attainment then a meeting with parents would be arranged to discuss our concerns and plans to address these. With parent's consent the child's name would be placed on our list of children with a special education need.

### **What should a parent do if they think their child may have SEN?**

Parent views are a valuable source of information and are used to support and inform our assessments.

If a parent is concerned about their child's progress or attainment they should speak to their child's class teacher. Parent consultation evening are held regularly throughout the year but parents may make an appointment to speak to a teacher at any time.

### **How will Doxey Primary School support a child with SEN?**

All teachers are teachers of Special Educational Needs and are committed to meet those needs with the advice and support, as appropriate, of the school co-ordinator and external agencies.

Quality first teaching is of key importance: the class teacher has a duty to plan and deliver a suitably differentiated curriculum, which all children are able to access.

Effective school management, school ethos, careful tracking of attainment, the learning environment and differentiated activities and resources, will help prevent some special educational needs from arising and will minimise others.

Needs will be identified at an early stage and assessment, as with all children, will be rigorous and on-going.

Pupils with special educational needs will be fully integrated into the life of the school and its curriculum, maximising their potential as learners and contributing to the social and cultural activities of the school.

We recognise that parental support and involvement is crucial to the success of any special needs intervention and ensure parents are informed and involved in planning for their child.

We actively involve the children when planning and reviewing interventions to support their learning.

### **A graduated response**

A graduated response to learning difficulties is employed by the school. Quality first teaching is the starting point; with the expectation teachers make provisions for all children, ensuring the curriculum is sufficiently differentiated and accessible to all.

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.

Additional intervention and support cannot compensate for a lack of good quality teaching.

Once a child has been identified as having special educational needs, intervention will be made following the Assess, Plan, Do, Review model.

1. **Assess** – data about progress and attainment held by the school along with information from parents and other outside agencies, if appropriate, will be used to inform an accurate assessment of the pupil's needs.
2. **Plan** – the class teacher, working with parents or carers, will draw up a plan of appropriate, evidence based interventions in order to meet the identified needs. The plan will be based on a set of outcomes agreed between parents, school and the child.
3. **Do** – SEN support will be delivered over a set period of time. This support may take a number of different forms:
  - a. Provision may take the form of reasonable adjustments made to the curriculum and quality first teaching which all pupils receive. This may include additional support from the class teacher or teaching assistant during lessons, the provision of equipment which then allows the child to access the curriculum along with their peers or additional time to complete activities. Many special educational needs can be met with these reasonable adjustments.
  - b. Sometime provision is based on smaller groups of learners receiving some additional teaching or learning time. This could be pre-teaching of specific concepts or vocabulary or reinforcement of learning covered by the whole class. This might happen in or out of the classroom and is usually delivered by a teaching assistant.
  - c. For some children it may be necessary for them to receive someone to one support during the day., often to address particular gaps in the child's learning. At Doxey this includes one to one phonics, individual workspaces, visual timetables and Now and Next approaches as well as a range of structured intervention packages such as Toe by Toe and precision teaching.

Provision for pupils with SEN may be made up of all three kinds of provision in differing proportions based on the needs of the child.

4. **Review** – Progress towards outcomes will be tracked and reviewed at least termly by the class teacher, parents and pupil.

If further action is required, advice and support may be sought from external agencies e.g. early intervention teacher, speech and language, occupational therapy, school nurse. This advice will be used to inform the Assess Plan Do Review cycle.

If a child's needs are complex and significant and Doxey Primary School cannot meet the child's needs from within its own resources the school may apply to the local authority for either Additional Educational Needs (AEN) funding or an Education and Health Care Needs Assessment. This may result in an EHCP being provided.

### **How will pupils be involved in decisions regarding provision to meet their needs?**

At Doxey we use a person centred approach which means that children and parents are involved in all stages of their learning, including target setting and reviewing, in their daily teaching and more specifically towards their provision map targets.

Children are also encouraged to actively participate in the annual review process for their Statement of SEN / Education and Health Care Plan, providing their views.

Children with SEN will have a pupil passport which will be drawn up in consultation with themselves and their parents or carers. Person centred tools allow for pupil views to be obtained and used to inform planning and assessment.

### **How will the curriculum be matched to each child's need?**

Teacher's use assessment information to identify gaps in children's learning which then informs their planning and teaching. When a child has been identified as having SEN the curriculum will be further adapted to reduce barriers to learning. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) or outside agencies.

### **How will parents know how their child is doing?**

Regular parent consultation evenings are held throughout the year. Attainment and progress towards planned outcomes will be shared with parents at these meetings or at other points in the school year.

For some children a home school book is used to facilitate clear communication between home and school. Class Dojo also provides another method of communication with parents.

Parents are welcome to discuss their child's learning with the class teacher or SENCo at any point in the year.

### **How will parents be helped to support their children's learning?**

The school website provides parents with information about the learning in every year group and how parents can support their child at school [www.doxeyprimary.co.uk](http://www.doxeyprimary.co.uk). Regular workshop sessions are held throughout the year to give parents further information specific to their child's year group.

The Class teacher or SENCo may suggest additional ways in which your child can be supported at home.

### **How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The school's success in meeting the special educational needs of its pupils will be measured using the following performance indicators:

- Successful outcomes of interventions
- Parental satisfaction
- Sustained and/or accelerated progress for the individual child, regardless of starting point, monitored by school tracking data.
- Removal of children from SEN list
- Self-esteem of the pupil and their contentment in the learning environment

### **What support will there be for children's overall well-being?**

We employ a person centred approach to ensure that all aspects of a child's wellbeing are catered for and allowing each individual to address those needs which are most important to them.

Doxey Primary also employs a learning mentor to whom children can be referred if there are any concerns regarding their well-being. The school is part of the HOPE project and HOPE sessions may be offered to individual children.

PSHE is taught in every class using the Jigsaw curriculum.

### **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Individual Health Care Plan or Asthma card written in partnership with the school, parents, school nurse and, where appropriate, the pupil themselves.

You can find more information about Individual Health Care Plans and how we meet the needs of children with medical needs on the school website.

### **What specialist services are available at the school?**

School may refer to, and liaise with outside agencies to support children, such as Speech and Language, Occupational Therapy, Child and Adolescence Mental Health services (CAMHS) or the Learning support team (SENS). Parental consent will always be obtained before an outside agency is approached.

The school works with the following agencies on a regular basis:

- School nurse service
- Autism Outreach Team
- Speech and Language Therapy
- Physiotherapy
- Diabetes nurse
- Hearing Impaired Service
- Educational Psychology – Staffordshire
- Your Psychology
- Occupational Therapy
- Midlands Psychology
- CAMHS
- Younger Mind

Referrals to additional services will be made on a needs lead basis determined by the needs of the children currently in school.

If a referral has not gone through school parents will need to give the agency permission to share information with school, or will need to share the information themselves.

The Information Advise Support Service (IASS) known as Staffordshire SEND Family Partnership are available to support families, providing free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parent/carers.

[www.staffs-iass.org](http://www.staffs-iass.org) 01785 356921

### **What training do staff have in relation to the needs of pupils at Doxey School?**

All staff have a clear job description, related to their role within school. Staff attend regular core training sessions aimed at developing skills within the school and in relation to their role. If deemed necessary select staff may be sent on training relating to specific areas of need. Recent training has included training in Autism, attachment difficulties and ADHD, this training has been delivered to all members of staff including those with a non-teaching role.

At least once a term a staff meeting is devoted to SEND.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures that no child with SEND is excluded from any school provided activity.

### **How accessible is the school environment?**

Doxey Primary is a single level building, we have a hearing loop available throughout the building, there are 2 accessible toilets. You can find more information about this in the school accessibility plan on our website.

### **What are the school's arrangements for supporting pupils / students in transferring between phases of education?**

Transition between classes / key stages is managed by a series of transition days before the end of term. If extra introductions are required these can be arranged with the new class teacher.

Pupil passports may be used to support transition, introducing the child to their class teacher and learning environment, whilst also providing the child and parent with the opportunity to add their views about the child's needs and how they feel the child can be best supported.

For secondary transition parents are recommended to make an appointment with the SENCo of their chosen secondary schools, away from pre-arranged visit days. This provides an opportunity to discuss the child's needs and any concerns.

Children are normally offered transition days by the secondary school. If deemed necessary extra transition days may be able to be arranged.

For children with an EHCP the receiving secondary school is invited to the year 6 annual review to discuss needs to ensure a smooth transition.

### **How are the school's resources allocated and matched to children's needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources, these include:

A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit

The notional SEN budget, this is a fund devolved to schools to support them to meet the needs of pupils with SEN

For pupils with the most complex needs the school may be allocated additional educational funding from the Local Authorities Higher Needs SEN funding allocation (AEN funding)

Funding is allocated on a needs basis and maybe used for a variety of purposes, these include

Equipment and facilities

Targeted differentiation

In class adult or peer support

Out of class support

Small group tuition

Support for families

Access to the school nurse and wider health professional support

Decisions about funding allocation are determined by the leadership of the school and pay regard to the individual pupil's needs aswell as the needs of the whole school population. Children's individual needs are considered, sometimes based on advice from outside agencies when considering allocation of facilities and equipment.

### **What are the arrangements for consulting parents of children / young people at Doxey Primary School and involving them in the education of their child?**

The school are committed to involving parents in every step of their child's education, including aspects of Special Educational Needs (SEN).

This includes:

- Visits to the school
- Possible introductory meetings with teachers / support staff.
- Termly parent consultation meetings
- Termly sharing of targets.
- Meetings to discuss findings from outside agencies
- TAC meetings (if appropriate).



- Informal meetings with the class teacher / SENCo or Head teacher to discuss a child's needs at request of the parent / school.
- Annual reviews for children with an Education and Health Care Plan.
- An end of year school report.

**What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Doxey Primary School?**

Any parent dissatisfied with any aspect of the SEN provision should first seek to discuss it with the class teacher, the SENCo and, thereafter the Head teacher who may be contacted through the school office. If concerns remain, the general complaints procedure (available from the school office or on the school website) should be followed.

**Where is the information on the Staffordshire local offer published?**

Information on the Staffordshire market place can be found at the following website or by using the link on the school website

[www.staffordshireconnects.info](http://www.staffordshireconnects.info)

If you have any queries or requests for policies of information relating to this report please contact Claire Jones, Special Educational Needs Co-ordinator or Tracey Wynn, headteacher on 01785 450120