



# Dearham Primary School

## SEND Information Report

### 2023-2024

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#### **1. What kinds of Special Educational Needs and Disabilities (SEND) do we provide for?**

We provide for pupils with all kinds of Special Educational Needs and Disabilities that attend mainstream schools. This includes pupils who need additional support in the four following broad areas:

- Communication and interaction.
- Social, emotional and mental health.
- Cognition and Learning.
- Sensory and/or physical needs.

All types of Special Educational Needs and Disabilities (SEND) fit into one or more of these main areas set out in the SENDs Code of Practice and some types of SEND may involve needs across all four areas.

Here are some of the specific needs we cater for in school, but actually our commitment to making our school accessible for all pupils means that this is in no way an exhaustive list:

- ADHD (Attention Deficit, Hyperactivity Disorder) and ADD (Attention Deficit Disorder)
- Auditory memory difficulties
- Autistic Spectrum Conditions (including social interaction difficulties)
- Communication and Language difficulties
- Developmental Language Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia
- Emotional and behavioural difficulties
- Global developmental delay
- Hearing difficulties / impairment
- Moderate learning difficulties
- Mental Health (all aspects)
- Receptive and expressive language disorders
- Selective mutism
- Supporting pupils with needs arising from diagnosed medical conditions or syndromes
- Visual difficulties / impairment
- Word-finding difficulties
- Working memory issues

The County also has a Local Offer, which details the kinds of support they can provide for children with SEND.

## **2. How do we identify pupils with SEND?**

We know when pupils need help if:

- Children join the school with a previously identified SEND
- Concerns are raised by parents/carers, the teacher or the child
- Limited academic progress is being made or the child is performing well below age-related expectations
- There are concerns about the child's behaviour or emotional development
- There is a medical diagnosis made
- A concern arises from a learning walk
- They are identified at the termly pupil progress meetings

## **3. What should you do if you think your child has SEND?**

- First talk to the class teacher, they are the first point of contact for parents and know your child best.
- If there are still concerns, then you can contact Lindsey Rigby, who is the SENDCo (Special Educational Needs and Disabilities Co-ordinator) and can be contacted through the school office.

## **3. How do we assess and review the needs of children with SEND?**

We assess the needs of children with SEND by closely analysing our termly assessment data to establish their next learning steps. We also ensure quick identification and action is taken, by immediately adding any children whose progress or development becomes a cause for concern to staff.

The children are then raised as a 'Cause for Concern' and group interventions and support are put in place and these children will have enhanced monitoring and tracking to ensure the steps we are taking are having an impact.

We look at progress towards IEP (Individual Education Plan) targets to help us to assess whether provision is effective. We also have a focussed IEP that records on-going progress towards targets.

We have a trained ELSA to support our children who present with social and emotional needs. We have behavioural tracking systems to help us to assess progress towards behavioural targets. We may also use outside specialists to help us to assess children's needs and to give us a more detailed view of their learning profile.

For children with significant or complex needs and when we need advice and support from outside specialists, we use the SEND Early Help Assessment (EHA) process to analyse needs. The EHA collects lots of information together from everyone involved with a child and their family and is a valuable mechanism for supporting effective multi-agency work.

#### **4. How do we measure progress?**

We may measure progress by repeating assessments done previously and then looking at how much progress has been made. We also look at evidence of the development of new skills, knowledge and understanding. For behaviour, we may use frequency tracking to monitor the frequency of particular behaviours that impede or support learning. IEP targets are looked at frequently by teachers and are reviewed termly. We may at times use standardised testing and scoring. For children with significant or profound learning difficulties who have an EHCP (Education, Health and Care Plan) we use the Engagement Model to inform the pre-key stage standards assessments. These pupils will have a personalised curriculum. EHCPs will have an annual review, outside agencies will contribute to them allowing us to gain further evidence of progress, and this progress is reported back to the county SENDs team.

#### **5. How do we adapt the curriculum for pupils with SEND?**

Our SENDCo organises provision for children with SEND and she works with parents, class teachers and support staff to ensure that children's needs are met. We teach a broad, balanced curriculum with a structured approach to ensuring progression in terms of skills, knowledge and understanding across and within year groups. Clear steps of learning within the curriculum and smaller structured steps between key learning milestones, means that it can be skilfully adapted to ensure access for all pupils. All subject leaders have built inclusive practices into their policies and the development of their subject area, have identified, and addressed potential barriers to learning in their own subjects. Wherever possible, children with SEND are taught in the class with their peers and each pupil's education is carefully managed by the class teachers who will provide differentiated work to suit children's individual needs. This may include additional general support by the teacher or teaching assistant in class and will include the development of strategies to identify, manage and remove barriers to learning. If a pupil has specific needs, then there may be some personalised planning to meet their needs. This may involve working in a small focus group with either a teacher or a teaching assistant. The frequency of and length of time that this kind of work will continue for will vary, but it will usually be for a long enough period for progress to be evaluated e.g., half a term or a term. Any such interventions will be carefully planned and regularly evaluated by the SENDCo to make sure that they are supporting progress and to help us to plan next steps. This kind of work may at times require an IEP (Individual Education Plan) and class teachers would work together to draw up a plan with parents. Teaching Assistants (TAs) may be allocated time to work with children either 1:1 or in a small group situation. Wherever possible we do work with children in groups to avoid making children feel uncomfortable and to place them in a joint learning situation, which helps to re-enforce their learning through the contributions of the other

children in the group. We may work with children in our sensory room or in our nurture provision.

Occasionally a child may need more specialised support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Teacher. If we need specialist advice, we will make a referral with parental permission and arrange a meeting to discuss and plan for children's needs.

## **6. How do we involve parents?**

All of our parents are encouraged to be involved in their child's education and in the life of the school. This may be through:

- Discussions with the class teacher
- Parents evenings
- Contributing to IEP development and review
- Attending EHA review meetings and/or TAC (Team Around the Child) or TAF (Team Around the Family) meetings
- Attending and contributing to annual reviews of EHCPs
- Being encouraged to come along to school events and getting to know us
- Answering questionnaires
- Using a home / school communication system when it is agreed to be appropriate to ensure daily involvement
- Having an 'open door' ethos in school, so parents feel able to talk to key staff when they feel the need

8. How do we involve children?  
Staff members are always on hand to offer time and support to children and children are really good at picking out who they want support from in school. This helps children to tell us what they think and how they feel and we do listen to and take account of what children tell us.

Our school ethos is one of support, acceptance and tolerance and our children flourish in the 'culture of care' that lies at the heart of our school. If a child has an EHCP, we will ask for their views and wishes and record these at each annual review. Child views contribute to EHAs (Early Help Assessments). When children have an IEP, we ask them general questions to make sure that they are happy about what they are doing and understand whom they will be working with.

We are very careful to protect children's self-esteem and self-image and therefore, children's involvement levels will depend on the individual child's age and needs. We have a school council to support all our pupils and to feedback and manage issues for children in school. We use the Kidsafe program to encourage children to develop a voice and form positive and supportive relationships with children as a staff team, so that they trust us to help them to solve their problems

## **9. How do we prevent bullying?**

Everything we do to involve children (above) helps us to be aware of and to manage bullying.

Our ethos of support and tolerance offers protection to children with SEND and makes bullying far less likely. We also focus very clearly on children's strengths both in school and out and do not just focus on academic skills as a staff team to raise the status and esteem of all children and especially those with SEND. This in turn makes bullying less likely for them.

We provide periodic bullying awareness teaching to teach about bullying and to develop self-help strategies for children. This creates an opportunity to identify instances of and resolve issues around bullying.

We are aware that the first person to find out about bullying is usually a parent and we listen carefully to and take immediate action if a parent reports that their child is being bullied in any way. Our most vulnerable pupils have additional support when needed

during break times and this ensures that they do not become distressed by others playing, allow any social difficulties to impact on their relationships with peers or experience bullying from others

## **10. How do we support children as they join our school or move on to another school?**

We provide visits for all children prior to coming in to school and offer enhanced programmes for children with significant needs, which may include an integration plan. If a child with SEND is moving on to a new school, we offer transition planning, where the child's needs are established and a programme developed to support them and their new school in the move. The plan would identify and deliver on key actions e.g. additional visits to the new setting, identification of a mentor in the new school and supported meetings with them etc.

The SENDCo also ensures that outside agencies that are involved make contact with services in the area to which the child is moving to ensure continuity of provision and support. SENDCos from both schools liaise to share information and to ensure the continuing success of children as they move on to a new school. Class teachers will also liaise from each setting to ensure that day-to-day information is appropriately shared. All key SEND documents are shared ahead of the move wherever possible. We take a holistic view of children's educational journey and take all actions necessary in support of pupils with SEND to ensure that as much support can be put in place prior to transfer to another school

## **11. How do we support children with social, emotional or mental health issues?**

- We have fully trained mental health and well-being staff on site who work with the children.
- We work closely with parents and carers to share ideas and may have regular meetings
- We have a trained Emotional Literacy Support Assistant (ELSA) and use ELSA resources to support the teaching of emotional literacy skills and this may include work supporting issues such as anger management, transition to secondary school, divorce, bereavement, anxiety etc.
- We set clear boundaries to provide consistency and re-assurance
- We may refer to outside agencies, such as Family Action (it was Barnardo's), the Behaviour and Wellbeing Officer, Occupational Therapy to investigate sensory triggers or CAMHS (Child and Adolescent Mental Health Services)
- We may work with the County Inclusion Support Team to gain advice and develop strategies.
- A Behaviour Management Plan may be drawn up to manage risk to the child and to others.
- A behavioural IEP may be developed with clear targets.
- We use general and targeted rewards and consequences.
- We often use non-verbal praise and frequent recognition to promote a positive self-image along with the use of physical acknowledgement e.g. a hand on a shoulder to acknowledge and re-assure.
- We use low-confrontation strategies.

## **12. What specialist services and expertise are available at or accessed by the school?**

In school, we have members of staff with expertise in:

- ELSA – emotional and mental health
- Counsellor
- Lego Therapy
- Little Wandle Intervention
- Team Teach / Behaviour Management
- Kidsafe

### **13. To gain further advice and support,**

we have links with:

- Educational Psychology (to assess in detail children's learning skills)
- Community Paediatricians
- Family Action (was Barnardo's)
- Speech and Language Therapy
- Area SENDCo / Specialist Advisory Teacher for Early Years.
- Specialist Advisory Teacher in Autism
- Specialist Advisory Teacher in Language and Communication.
- Specialist Advisory Teacher for Pupils with Physical and Medical Difficulties
- Occupational Therapy
- Public Health and Wellbeing Nurse (formerly school nurses)
- Child and Adolescent Mental Health Services (CAMHS)
- Health Visitor (for under-fives)
- Specialist Advisory Teacher for visual impairment
- Specialist Advisory Teacher for hearing impairment
- Children's Services (previously social services)
- SEND IASS (Independent Advice and Support Service) Staff have attended and continue to attend a range of training to support them in meeting the needs of pupils with SEND.

### **14. How are children included in activities outside of the classroom including school trips?**

Activities and school trips are available to all our pupils subject to our behaviour policy. Detailed risk assessments are carried out to ensure that all children have access to trips and special events. Children with access difficulties have PEEPs (Personal Emergency Evacuation Plans) and these would be applied to any outside activity. We monitor access to after school clubs to ensure that children with SEND are being successfully catered for in these enrichment opportunities

### **15. How accessible is the school?**

We have wheelchair access and are committed to making any reasonable adaptations to ensure access to pupils with SEND. We have a disabled toilet in the main entrance. Assistive technology is also available e.g. I-pads. Signage is adapted to be clear

### **16. Who can parents contact for further information?**

If parents wish to discuss their child's needs, need advice or information, or are unhappy about any aspect of our provision, they may contact the school office to arrange a meeting with the SENDCo Peter Blease. There is additional information in our Local Offer (also on the website) and this contains contact details for support services in our area.

### **17. SEND Flowchart**

Our SEND flowchart explains how the SEND system works in our school. SEND Flowchart

We only move from one-step to another if a child requires more support and is not making good progress. If a child makes good progress, we may decide to move back a step.

**Step 1 – Identification** Parents and/or teachers raise concerns about a child. Concerns are discussed between parents or carers and the class teacher. The SENDCo will be made aware of these early concerns.

**Step 2 – Cause for Concern** The class teacher adapts work and/or re-organises classroom support to help the child to make better progress. A child may also be involved in intervention groups to support the development of specific skills or behaviours. The impact of support will be monitored closely. Children are monitored and are not recorded on the SEND register at this time.

**Step 3 - IEP** Your child's needs are assessed in detail and an IEP (Individual Education Plan) is developed to support the child. School resources and/or expertise will be assigned to deliver the IEP.

**Step 4 – Early Help Assessment** The SENDCo arranges a TAF (Team Around the Family) meeting and invites parents and outside specialists to come along and help us to carry out an EHA (Early Help Assessment). We need lots of information from parents at this stage to help us to fully understand the child. The information we collect, helps us to plan very closely to meet the needs of children. Plans made will be reviewed through another TAF meeting and we will all decide what to do next.

**Step 5 – EHCP Statutory Assessment** If it has been agreed by everyone at step 4, we will apply for an EHCP (Education and Health Care Plan) from the County. This is where the County assesses a child's needs and gives the school extra resources to help us support learning and development. The process takes around 20 weeks and plans will be reviewed annually

**Step 6 – EHCP** Once we have an EHCP, it will be reviewed once a (school) year. To help us deliver on the plan; a child with an EHCP will have a detailed IEP and timetable of support. Other agencies will visit regularly to monitor how effective the plan is and to provide support and advice to staff and feedback to parents. Parents will be very involved in the development of and progress towards their child's plans.

## **18. Further Information**

The SEND Code of Practice, DfE, June 2014 (updated May 2015):

[SEND Code of Practice](#)

Cumbria County Council Local Offer:

[Families Information | Take a look at your new SEND Local Offer and Families Information Websites \(cumberland.gov.uk\)](#)

Dearham School Offer

[Dearham-SEND-Local-Offer.pdf](#)

Contact Information

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