

Old Dalby C of E Primary School
Local Offer



Regulation 3 Special Educational Needs and Disability (Information)
Regulations (2014)

<u>School/College Name:</u>	<u>Old Dalby C of E Primary School</u>
<u>Address:</u>	<u>Longcliff Hill,</u> <u>Old Dalby,</u> <u>Melton Mowbray</u> <u>LE14 3JY</u>
<u>Telephone Number:</u>	<u>01664 822455</u>
<u>Name of Head teacher/Principal:</u>	<u>Mrs H Rodger</u>
<u>Head teacher/Principal's contact details:</u>	<u>hrodger@olddalbyschool.co.uk</u>
<u>Website address:</u>	<u>http://www.olddalbyschool.org.uk/</u>
<u>Facebook account details:</u>	<u>Old Dalby C of E Primary School</u>
<u>Twitter Feed details:</u>	<u>@OldDalbyPrimary</u>
<u>School/College Specialism:</u>	<u>Primary</u>
<u>Age Range of students (start and finish) to include Post 14 onwards where relevant):</u>	<u>4-11 years</u>
<u>Date of Last Inspection:</u>	<u>February 2012</u>
<u>Outcome of last inspection:</u>	<u>Good</u>

Does school/college have a specialist designated unit/additional learning support department?

No

<u>Total number of students with special educational needs at college/setting :</u>	<u>2 (Statements/EHC Plan)</u>
<u>Total number of students receiving additional learning support:</u>	<u>30</u>

1. The kinds of special educational needs for which provision is made.

Old Dalby C E Primary School has an agreed admissions policy for its admission arrangements. As an academy, we are fully inclusive and admit pupils with Special Educational Needs (SEN) on an equal basis with other pupils. Old Dalby C E Primary School does not refuse admission to pupils within the catchment area with Special Educational Needs, who do not have an SEN statement, or discriminate against out of catchment pupils on the basis of their Special Educational Needs. For pupils with SEN statements, the governors will consult with the LA in determining admission and have regard to parental preference.

We offer support to all children regardless of their educational need or disability. We make provision for children with the following needs; -

Communication and interaction – for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as literacy or numeracy.

Social, emotional and mental health difficulties for example, where children have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing.

Sensory and / or Physical needs, for example, children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children may have SEN that covers more than one area.

2. Information about policies for the identification and assessment of pupils with special educational needs.

It is the school's policy to:

- 1) Provide high quality differentiated teaching for all pupils.
- 2) Identify children's SEN as early as possible and to consult with parents/carers regularly.
- 3) Maintain good communications with Old Dalby Preschool (or any other previously attended educational setting) and the Melton High School (or any other school to which a child is transferring) so that information about a child's Special Educational Needs can be efficiently shared.
- 4) To facilitate the involvement of pupils and parents when planning provision for a child with SEN.

IT IS THE SCHOOL'S POLICY TO FOLLOW A GRADUATED APPROACH TOWARDS ACTION AND INTERVENTION TO HELP CHILDREN WITH SEN AS SET OUT IN THE SEND CODE OF PRACTICE (2014):

1. Monitoring children's progress – Observations and assessments are made of all children to ensure that adequate progress is being made. These are shared with parents/carers (and children, where appropriate). All class teachers provide high quality teaching, differentiate work and vary teaching styles to meet the needs of the pupils. Not all children will progress at the same rate but this does not necessarily mean that a child requires extra intervention. Any concerns are discussed with parents and the SEN co-ordinator (SENCO) if further advice is needed.
2. Special Educational Needs (SEN) support – Where a child's attainment and/or progress are significantly below national expectations in spite of the provision made by all class teachers, they may need special educational needs provision with specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist).

If a class teacher identifies that a pupil has Special Educational Needs, the class teacher (with the support of the SENCO and in consultation with parents) will devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Provision will follow the cycle of Assess, Plan, Do, Review with programmes being updated in light of reviews.

The SENCO and class teacher, in consultation with parents, may decide to ask for help from external services if there is still little or no progress in spite of an individualised programme. External experts may support children or provide advice to the school about how to support them.

Records will be kept of the support given and the progress made towards individual targets. Support will be reviewed three times a year in consultation with the parents/carers (or more often if needed) and with the Headteacher during Pupil Progress meetings.

The child will also be involved wherever possible. The SENCO will work closely with class teachers and monitor the action taken. SEN support will include planning and preparation for the transitions between phases of education. To support transition, the school will share information with the school or setting the child or young person is moving to. We will agree with parents and pupils the information to be shared as part of this planning process.

3. Requesting an Education, Health and Care Assessment – In exceptional circumstances, where a child demonstrates significant SEN, complex health care and/or significant social care needs, the school or parents may request the LA to carry out an Education, Health and Care Needs assessment. The Local Authority will examine evidence from the school and outside agencies to decide whether this

is necessary and inform parents of their decision within 6 weeks.

4. Education, Health and Care Plan (EHC plan) – Once all of the advice for the assessment has been received, the LEA will decide whether to draw up an EHC plan to determine a child's special educational provision.

Please see;

- SEN policy
- Assessment policy
- Teaching and Learning policy
- Curriculum Statement

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

All pupils at Old Dalby C E Primary are taught by ability not age. We ensure that first quality teaching includes provision for the whole range of abilities within the class. However, if a pupil is deemed to needing additional support then they are identified on the cohort provision map. The nature of the need and strategies for supporting the child are recorded, shared and a review for impact each half term.

Provision that may be implemented include;

- LSA individual or group Intervention
- FFT
- Prevision teaching
- Specialist Literacy and Numeracy Teachers – group 1:1
- Addition LSA support

In all cases the provision will be tailored to meet the need of the individual.

(a) How

Old Dalby C of E Primary School

evaluates the effectiveness of its provision

for such pupils.

The effectiveness of SEN provision is evaluated regularly based on progress towards the individual targets set and discussions with all involved. This can be daily, weekly or termly depending on the needs of the pupil.

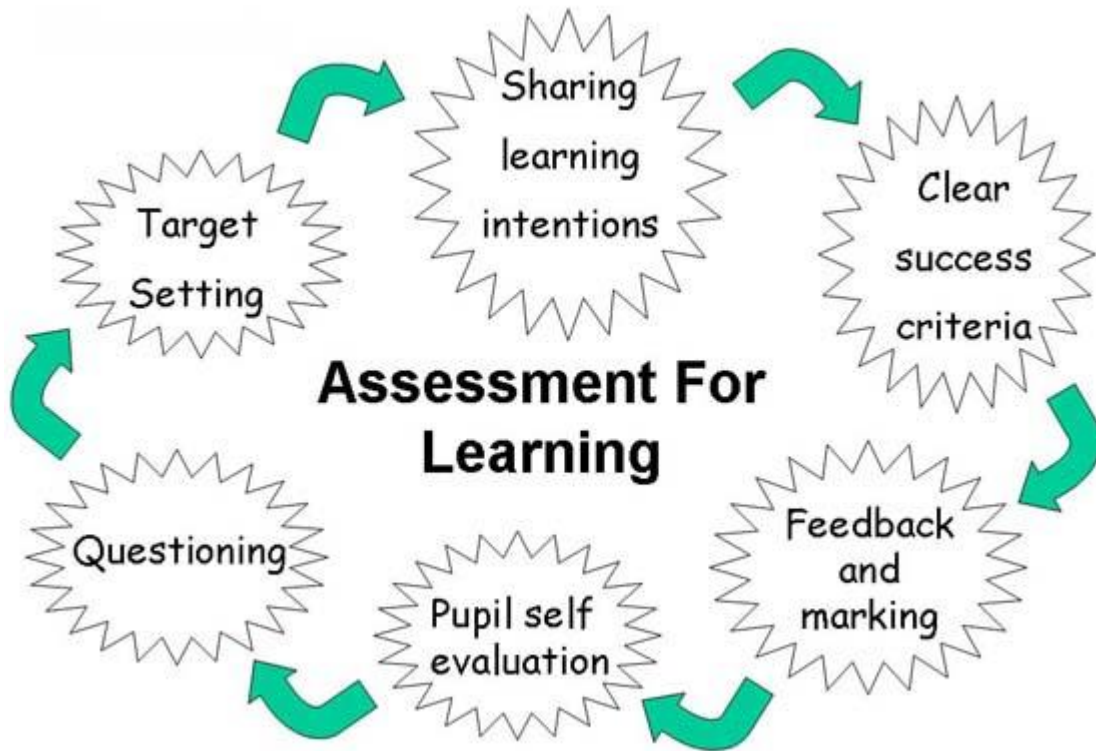
Impact is measured in a variety of ways including;

- Pupil progress meetings
- Termly consultations with parents/carers
- Children's views
- SMART targets set and assess regularly
- Intervention impact – pupil progress meeting
- Provision map re visited half termly

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Records will be kept and the progress achieved by the pupil towards individual targets will be evaluated. Support will be reviewed three times a year in consultation with the parents/carers and the child (or more often if needed).

Provision will follow the cycle of Assess, Plan, Do, Review with programmes being updated in light of reviews with all involved.



We recognise the potential for assessment in developing a positive self-image in the child from positive and constructive feedback and the feeling of success which encourages further learning. We use both formative and summative assessments to help pupils to reflect on their own learning and to aid the teaching and learning process.

The SENCO and class teacher, in consultation with parents, may decide to ask for help from external services if there is still little or no progress in spite of an individualised programme. External experts may support children or provide advice to the school about how to support them.

(c) Our approach to teaching pupils with special educational needs

Every effort will be made to achieve maximum inclusion of pupils with their peers, whilst meeting individual needs through quality first teaching. Children will usually be taught in their own classes except where it may be inappropriate for meeting the pupils' needs. Class teachers will provide learning opportunities for all children and provide materials appropriate to pupil's interests and abilities to allow full access to the National Curriculum or Early Years Foundation Stage Curriculum.

These structures and systems are in place:

- Inclusion of pupils in Literacy and Numeracy lessons using flexible groupings and reference to previous learning objectives and LA support materials to provide differentiated work.
- Pupils with EHC plans (or statements) to receive in-class support and out of class work in small groups or 1:1 as appropriate.
- Pupils may be withdrawn for focus sessions during the week.
- Classroom support is carefully allocated to increase curriculum access and pupil achievement.
- Opportunities to work in a variety of groups, both ability groups and mixed ability.
- Peer tutoring as appropriate.
- Paired reading as appropriate.
- A range of clubs/leisure activities available to all children.
- An equal opportunities policy.
- Clear guidelines on behaviour following the principles of Assertive Discipline.
- A whole school approach to inclusion.

In addition, all children will be included in sporting events and school visits including residential visits where individual support will be provided.

Provision for pupils with Additional Educational Needs.

Teachers plan to meet the needs of such pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from day to day assessment enable teachers to set targets which reflect individual pupils' skills, abilities and potential. In line with DFE guidance, the school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

- **Wave One:** The effective inclusion of all pupils through quality first teaching across the curriculum.
- **Wave Two:** Small group interventions e.g. Teacher lead Literacy and Numeracy intervention group support, small group/individual TA lead groups.
- **Wave Three:** Specific targeted intervention for pupils identified as requiring special educational needs support.
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The SENCO and class teacher, in consultation with parents, may decide to ask for help from external services if there is still little or no progress in spite of an individualised programme. External experts may support children or provide advice to the school about how to support them.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

We believe that all children have a right to access all aspects of the curriculum. Teachers carefully plan work and adapt the learning environment to meet all individual needs.

Accessibility Plan 2015-16.

<u>Improving Curriculum Access</u>					
<u>Intended Outcome</u>	<u>Action(s) to be taken</u>	<u>Resources</u>	<u>Timescale</u>	<u>Implemented by</u>	<u>Monitored by</u>
<u>Audit the new curriculum to ensure equal opportunities for all</u>	<u>Undertake an audit of each curriculum subject</u>	<u>Time</u>	<u>1 academic year</u>	<u>Subject Leaders</u>	<u>HT to</u>
<u>Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.</u>	<u>Review all out-of-school provision to ensure compliance with legislation and engagement with all</u>	<u>Teachers</u>	<u>Ongoing</u>	<u>Teachers</u>	<u>HT to</u>

		<u>groups</u>					- L E D O R T T O - E C E
<u>Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students</u>	<u>Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled children</u>	<u>All</u>	<u>Ongoing</u>	<u>All</u>	<u>All</u>		
<u>Provide training in manual handling</u>	<u>Liaise with experts/LEA. Provide training for staff</u>		<u>Dependent on training courses from H&S LEA</u>				
<u>Administering Medication</u>	<u>Introduce new procedures and practices based on LEA guidelines.</u>		<u>Reviewed</u>	<u>Done</u>			
<u>As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.</u>							

(e) How we will provide additional support for learning that is available to pupils with special educational needs

Additional support will be provided by teaching assistants working with pupils 1-1 or in small groups to address needs.

Additional Teacher support is also available for English and Maths.

If a pupil requires additional support than cannot be carried out by the school external agencies will be contacted.

The school has a range of resources, accessibility arrangements and specialist equipment for pupils currently needing provision. Additional Teaching, Learning, and access (for example) provision would be provided if the need arises.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We offer a range of interventions to support literacy, numeracy and other educational needs.

ELS – literacy support for KS1 children

Precision Teaching – for learning words, letter sounds or numerals

Speech and language group work to support children with speech problems and confidence issues.

The school has a range of resources, accessibility arrangements and specialist equipment for pupils currently needing provision. Additional Teaching, Learning, and access (for example) provision would be provided if the need arises.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Pupil's wellbeing is vitally important to all staff at Old Dalby Primary school. We strive to ensure that any issues arising at school throughout the day are resolved before children go home.

Pupils are encouraged to discuss problems with their teacher or a familiar adult in school. Small groups may be set up to support emotional and social development and address individual needs. The school nurse and relate counselling is also put in place for pupils experiencing difficult emotional and social issues.

The Headteacher has up to date 'Team-Teach' training and additional staff received the training in September 2015.

We use a personalized programme to support pupils that join the school partly through the year or during their primary school education partially for service personnel pupils.

There are a number of school staff trained to counsel pupils during times such as a bereavement, parental deployment and parental separation.

4. **The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:**

SENCO – Mrs Jayne Scott

Email – JScott@olddalbyschool.co.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Mrs J Scott – ECAT Training, Team-Teach, Autism 1, Dyslexia Training

Mrs R Browne – Makaton Training, Team-Teach, Autism 2

Miss K Brown – Work experience at Birchwood special school

Educational psychology undergraduate training

Team-Teach, Autism 1

Mrs H Rodger – Team-Teach, Dyslexia and Dyspraxia Training

Mrs K Keast – Bereavement Counselling, Team-Teach, Autism 1

Mrs T Fowkes – Counselling, Team-Teach, Autism 1, Understanding SEN and Disability

Mrs R Horan – Team-Teach, Autism 1

Mrs Parkinson - Autism 1

Miss Granger - Autism 1

Regular staff meeting times will be allocated for the discussion of SEN issues and in-service training.

Staff development will be included in the school development plan as appropriate. Meetings and discussions will also take place on a day to day basis as the need arises.

All staff will be made aware of their responsibilities towards pupils with Special Educational Needs or disabilities.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The national SEN allocation of the school's delegated budget is determined by the number of children in need of support. This allocation supports Special Educational Needs resources deployment to ensure access to the curriculum and therefore take account of individual need.

Resources are regularly updated to include:

- A wide range of books, materials and tasks to suit pupils of differing abilities, learning styles and interests.
- A range of information technology facilities.
- Intervention materials.
- Games and resources that can be photocopied.
- Wheelchair access via ramps into one classroom (class 1) from outside

The schools resources are allocated in response to the needs of the children. The Headteacher, SENCO and senior leadership team constantly review where support is required and adults are deployed accordingly.

The Headteacher and SENCO will also access top up funding on an individual basis based on pupil need.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

The school values highly and responds positively to parents' views. Parents will be informed about their child's learning and encouraged to participate fully in their child's education at all times.

Special Needs support will be reviewed regularly and the views of parents and pupils will be invited.

Parents are actively encouraged to attend reviews. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff and the pupil's parents.

Parents of pupils placed on the provision map will be consulted through consultation meetings evenings each term, via letter, informally through day to day contact and when the class teacher identifies a child who would benefit from additional support throughout the year.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children will be encouraged to take an active part in setting targets and working towards these. Special Needs support will be reviewed regularly and the views of pupils will be invited (age appropriate).

Opportunities for self-assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

Our Complaints policy includes the following stages;

Raising a concern or complaint

1) Informal Stage

It is normally appropriate to communicate directly with the member of staff concerned. This may be by letter, by telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concerns it may be appropriate to address them directly to the Head Teacher (or to the Chair of the governing body, if the complaint is about the Head Teacher).

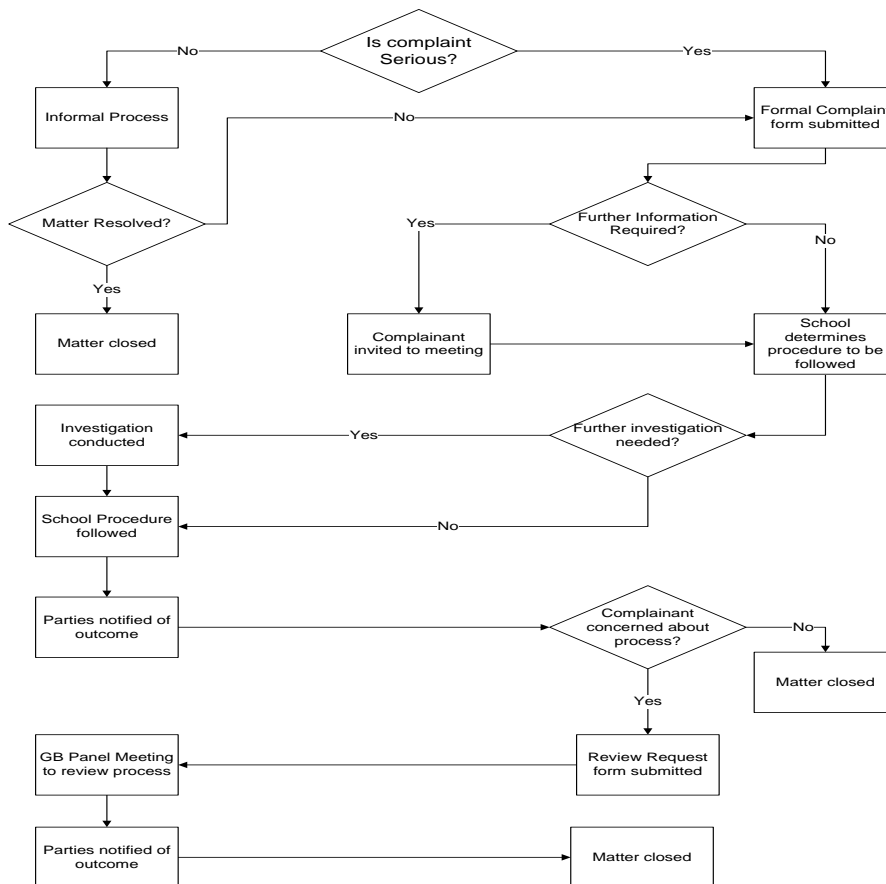
2) Formal Stage

If a concern or complaint is not resolved at the informal stage a parent may choose to put the complaint in writing and pass it to the Head Teacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Head Teacher, the complaint should be passed to the Clerk to the governing body, for the attention of the Chair of the governing body.

3) SENA

If a concern is not resolved by either of the steps above then parents are advised to speak directly to SENA to discuss their concerns or complaint.

Summary of Process to Resolve Complaints



10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school will consult outside agencies when the need arises eg. the named medical officer and school nurse of the District Health Authority, Social Services Department and Education Welfare Service, Educational Psychology Service, Advice and Inspection, Specialist Teaching Service, Hearing impairment, Speech and Language difficulties, Visual impairment, the SEN Early Years Inclusion Team, Student Support Service, Special Educational Needs Assessment Service, Speech Therapy, Autism Outreach etc

The school and SENCO will support families to access external support through the Leicestershire Local Offer and to liaise with external agencies to provide support for children with special educational needs.

The school will liaise with special schools when appropriate e.g. Birchwood at Melton Mowbray.

The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Leicestershire Local Offer

leicestershirelocaloffer@leics.gov.uk

11. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We maintain good communications with Old Dalby Preschool (or any other previously attended educational setting) and the Melton High School (or any other school to which a child is transferring) so that information about a child's Special Educational Needs can be efficiently shared.

Transfer meetings take place when a child moves between each phase. Parents/carers, health care professionals, educational professions from past and present settings etc are invited to a transfer meeting to discuss the best way forward to provide smooth transition. Individual needs are discussed and arrangements such as extra visits etc are put in place.

12. Information on our contribution to the publication of the local authority's local offer.

Old Dalby CE Primary School contribute to the Local Authorities Local Offer by providing a high quality education for all our pupils.

