

SEND Information Report 2024-25

Old Dalby C of E Primary School



Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

Formulated 1.09.14	Headteacher R Browne SENDCo J Scott
Approved by	Governors School Curriculum Committee Spring Term 2024
To be Reviewed	Spring Term 2025

**Kind hearts. Open Minds. Courageous Spirits
Together, we will explore life in all its fullness.**

Old Dalby Church of England Primary School

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School Address: Longcliff Hill, Old Dalby. LE14 3JY

Website address: www.olddalbyschool.org.uk

Age Range of students: 4-11

Date of last Inspection: 17th May 2023

Outcome of last Inspection: Good

Total number of students with special educational needs: 19

Total number of students receiving additional support: 60 pupils (41%)

This is a mainstream school which converted to academy status September 2014.

Welcome to our SEND information report which is part of the Leicestershire Local Offer for learners with Special Educational Needs and Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEND regulations.

School Ethos

Old Dalby CE Primary School is a safe environment where all can teach and learn in an atmosphere conducive to maximising the opportunities for all to reach their true potential within a caring Christian based ethos. We are an inclusive school and are committed to ensuring that all of our pupils experience all school has to offer by removing barriers to learning and promoting positive mental health and wellbeing.

Old Dalby are committed to working together with all members of our school community.

The kinds of special educational needs for which provision is made at Old Dalby CofE Primary School

At different times in their school career, a child or young person may have a special educational need or disability. The Code of Practice defines SEND as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn; they may not speak English very well or at all; they may be worried about different things that distract them from learning. At Old Dalby, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene at the earliest possible stage. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Children will be identified either as SEND Support or have an Educational Healthcare Plan.

Children may have SEND identified in one or more of the 4 key areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

How we identify and assess pupils with special educational needs and disabilities.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available and hope to extend this further during the coming years.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. Some services will be at an additional cost to the school. These include:

- Educational Psychologist
- Speech and Language Therapist
- Specialist Teaching Service
- Hearing Impairment Teacher
- Visual Impairment Teacher
- School Nurse
- Outreach Worker from Birchwood Special School

- Autism Learning Support Team
- Occupational Therapist
- Oakfield Inclusion Forum

How we make and evaluate the effectiveness of provision for pupils with special educational needs and disabilities whether or not pupils have Education Health and Care (EHC) Plans

Monitoring progress is an integral part of teaching within Old Dalby C of E Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the ‘assess, plan, do, and review’ model and ensure that parents/carers and children are involved in each step. Teaching and support staff, parents/carers and the children will be directly involved in the reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

How we make arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom drop ins by the SENDCO and/or senior leaders.
- ongoing assessment of progress
- work sampling on a termly basis
- scrutiny of planning
- termly teacher interviews through SENDCo Surgeries
- informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring provision maps and targets, evaluating the impact of interventions and additional support on pupils’ progress.
- attendance records and liaison with EWO.
- regular meetings about pupils’ progress between the SENDCO and the head teacher
- headteacher’s report to parents and governors

SEN Support

- Pupils will be offered additional SEN support when it is clear that despite quality first teaching their needs require intervention which is “additional to” or “different from” their peers, i.e. they have a special educational need or disability as defined by the SEND Code of Practice 2014.
- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using individual provision maps and also the whole-school provision maps.

- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with other professionals in order to consider the need for a support plan or an Education, Health and Care Plan.

Our approach to provision maps, is as follows:

- Our provision maps are a planning, teaching and reviewing tool, which enables us to focus on particular areas of development for pupils with special educational needs and for children who are falling behind. They are seen as working document, which can be constantly refined and amended.
- Our provision maps will only record that which is *additional to* or *different from* the curriculum plan, which is in place for all children. Outcomes will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our provision maps will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the intended outcomes”.
- Our provision maps will be based on informed assessment and will include the input of outside agencies,
- Our provision maps have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our provision maps will be working documents and reviewed at least half-termly. There will be an agreed “where to next?”
- Our provision maps will have a maximum of three short / medium term SMART outcomes set for or by the pupil.
- Our provision maps will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Outcomes will be arrived at through:

- Discussion between teacher and SENDCO
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional (if necessary)

Our provision maps will be reviewed at least termly by class teachers in consultation with the SENDCO, child and parents.

Statement of Special Educational Needs & Disability or Education Health and Care Plan

- Pupils with a Support Plan or an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an ‘Annual Review’ of their plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
- Preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.

Our Approach to Teaching Learners with SEND

At Old Dalby C of E Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school and to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with staff.

How we adapt the curriculum and learning environment for pupils with special educational needs & disabilities

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be additional to the usual school curriculum and not necessarily a special intervention for pupils with SEND.
- Detailed provision maps, which outline and monitor all additional intervention across the school outline the support given and the progress made by learners.

Every Teacher is required to plan for and to adapt the curriculum to ensure access to learning for all children in their class.

Our Teachers will use various strategies to provide inclusive access to the curriculum, this might include using:

- Visual timetables; now and then boards
- PECs and other visuals
- Coloured overlays, coloured exercise books and coloured paper
- Writing frames
- Computers or other technology
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal curriculum. The type of support is dependent on the individual needs, and is intended to enable access to learning and overcome the barrier to learning. This support is described on a provision map which details the outcomes, interventions and actions that we undertake at Old Dalby CofE primary School

to support learners with SEND across the year groups. We modify, update and review the provision maps regularly following the ASSESS, PLAN, DO, REVIEW model.

How do we provide additional support for learning that is available to pupils with special educational needs and disabilities?

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

Teachers adapt their curriculum plans as part of quality first teaching and wherever feasible pupils will be supported within the classroom.

Activities that are available for pupils with special educational needs and disabilities in addition to those available in accordance with the curriculum;

- Small group catch up intervention
- 1:1 support
- Precision Teach
- Fine and gross motor skills groups
- Movement group - physical support
- Handwriting groups/spelling groups
- Writing groups/maths groups
- Support from outside agencies and specialist teachers
- Use of technology
- Coloured overlays / coloured paper and workbooks
- Dyslexic pens for spelling, dyslexic dictionaries, recording devices

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

- ELSA support
- Circle of friends
- 1:1 support
- Relate counselling
- Family support referrals
- Self-esteem and nurture groups
- Worry box
- Play Therapy
- Lego therapy
- Drawing and talking sessions
- Yoga

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.

Staff will receive regular training to allow them to support children’s learning.

Specialist teachers and agencies also support teachers and learning support assistants, when we have a child with specific needs in school.

Our Staff are qualified in / have training in the following areas:

Staff Members	Courses/ Training
SENDCo	National Award for SEND Coordination
All staff	Level 1 autism training
Headteacher	Level 2 autism training
SENDCo	Level 3 autism training
1 member	Understanding Autism training
SENDCo	Autism and Girls online training
1 member	Think Wise training
SENDCo	Dyslexia Awareness training
All staff	JOGO Team Teach training
2 members	Speech sounds training
1 member	Bereavement training
2 members	Mental Health training
1 member	Big Moves training
SENDCo	Autism Spectrum and Mental Health Conference
1 member	Understanding Anxiety training
SENDCo	Dyspraxia training
2 members	Lego therapy training
SENDCo	Boxhall training
1 member	Mental Health Gig-crisis in schools
1 member	Drawing and Talking training
1 member	Mental health and wellbeing first aider
1 member	Social Communication group training
SENDCo	5 ways to wellbeing
1 member	Mental health course
1 member	ELSA Training
1 member	Speech and Language Course (Early Years)
5 members	Working Memory Training
6 members	Attachment Training
2 members	Understanding borderline personality disorder
SENDCo	Mental Health Champion

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

We will use and follow the advice and support of specialist agencies to make sure all children have the appropriate equipment and facilities during their education at Old Dalby CofE Primary School.

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

All of the parents of children on our provision maps are sent written information regarding the support their child will receive in school and ideas for support at home. Staff feedback termly to parents regarding

the progress made towards outcomes and next steps, these are also shared with the children. Parents also attend parents evening with their child's class teacher twice a year and receive an annual report. Parents are encouraged to come into school and talk about any concerns and thoughts about their child's needs at any time.

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

Children are included in the discussions regarding the support they will receive and in all termly target reviews. They are encouraged to review their own progress during their time in school. All of the children in our school have completed One Page profiles. Pupils are encouraged to attend person centred review meetings. The SENDCo also meets with the pupils on the SEND register to; discuss their support, celebrate their successes and plan the next steps.

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 school has a complaints procedure available by request.

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 Governing body reviews and adopts the SEND policy on an annual basis.

The SENDCo sends termly reports to the Governing body and SEND is mentioned in the Headteacher's reports.

The SEND Governor, Charlotte Cahill meets with the SENDCo and reports back to the Governing body.

The Governing body delegates responsibility to the Headteacher and SENDCo to respond to/contact relevant professionals to support children with SEND and their families.

This includes:

SENA

SPA referral form

Educational Psychologist involvement

Medical professionals including, Occupational Therapy, Vision Support, Hearing Impairment Support, School Nurse

Speech and Language Therapy

Autism Learning Support Team

Outreach worker from Birch Wood Special School

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.

The SEND policy is available to everyone through the school website.

www.leics.gov.uk

Parent Partnership

ADHD support <https://www.adhdsolutions.org>

British Dyslexia Association <https://www.bdadyslexia.org.uk>

Sendiass (SEND information advice and support for families) www.sendiassleicester.org.uk

Place2Be www.place2be.org.uk

National Autistic Society www.autism.org.uk

The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education.

Transfer reviews take place for all year 6 children moving to secondary school in the first half of the autumn term in Year 6.

Children are encouraged to visit new schools. All information is passed onto the school and meetings take place between the class teacher and sometimes the SENDCo and staff from secondary school. Additional visits are organised if it is felt this would benefit the child.

Information on school/college contribution to the publication of the local authority's local offer

This offer made by Old Dalby Cof E Primary School is made to support the SEND offer made by Leicestershire County Council

http://www.leics.gov.uk/index/children_families/family/send/send_resources_bulletins.htm