

**Dinglewell Junior School**

**Special Educational Needs Information Report 2023**

**(Ref: Code of Practice 2014, revised Jan 2015)**

**SENDCO: Mrs Jenny Deichen**

**Assistant SENDCo: Mrs Alexis Bright**

This document provides information about the support Dinglewell Junior School offers pupils with Special Educational Needs and Disabilities (SEND) and should be read in conjunction with our SEND and safeguarding policies, and the school local offer which can be found on our website. The Local Authority’s local offer, which includes our school local offer, and gives details of services available for pupils with SEND and their families can be found at Glos Families Directory [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk).

Dinglewell Junior School aims to support all children, including those with SEND, to reach their full potential. Our admissions policy follows the Local Authority admissions policy and can be found on our website. We endeavour to cater to as broad a range of individual needs as is possible.

Our aim is for every child to reach their potential and to have full access to a broad and

balanced curriculum. To this aim, pupils who have SEND are kept in class as much as possible, where they are given additional support where necessary. Where further small group or individual support is needed, this is given, when possible, at other times.

**We support children with needs including the following:**

* Generalised and moderate learning difficulties
* Specific Learning Difficulties such as dyslexia or dyspraxia
* Communication and Interaction Difficulties
* Autism
* ADHD
* Physical and Medical Needs
* Speech and Language Needs
* Social Emotional and Mental Health difficulties

**How do we identify children with SEND?**

* Reading and comprehension ages
* We formally assess 3 times a year and teacher assessment is ongoing
* Pupil progress meetings 3 x a year, using SEND progression data

Children whose progress and achievement fall significantly below expected levels will be considered for SEND intervention as judged by their class teacher and the SENDCo.

In addition, pupils with the following difficulties that significantly affect their progress and ability to fully access the curriculum, may be considered to have SEND:

* Physical, sensory and/or medical issues
* Behavioural and emotional issues
* Communication and interaction difficulties
* Sensory impairment (visual and hearing)

**Identifying children and the Graduated Response**

**Universal**

Class teachers will be constantly monitoring children in their care, using quality first teaching. If a class teacher feels that a pupil’s progress is of concern, further in class support and curriculum adaptations are put in place.

Adaptations to support the curriculum may include additional support in understanding the task, help in completing the task e.g. scribing, adapted tasks and expectations, different methods of response, e.g. charts, pictures, taping, typing, additional support materials, appropriate seating or visual support. If at this point the child is still not making the desired progress, the class teacher will consult with the SENDCo for further support. This may take the form of further in class support strategies, or may be short term small group support which will then be monitored over time. If the child is then able to make progress, this support will only be needed as a short term ‘booster.’

**My Plan**

If the universal support is not meeting the child’s needs, the child is considered to have Special Educational Needs, in the category of ‘*SEND support’* and their needs are discussed in greater depth with child, parents, SENDCo and class teacher. If the child’s needs are clear and the strategies and resources to support these are pinpointed, a My Plan is created. The ‘My Plan’ will identify key needs and SMART outcomes to meet them; along with interventions, strategies and resources required. These outcomes will be reviewed 3 times a year to assess their effectiveness and new outcomes planned. This may also involve monitoring and support from outside agencies, such as the Advisory Teacher Service, dependenton the area of need. Pupils also create a short profile of themselves to create a more complete picture of themselves. The child is given the opportunity to share information about themselves such as their interests, what they feel helps them to learn and what makes it harder for them to learn. Parent’s views are also included in each review.

**My Assessment**

If the needs of the child are more complex or the cause of them is unclear, a ‘My Assessment’ is completed. This is a detailed document completed by staff and parents together, looking at the child holistically; including information about their birth and early childhood and any relevant family information. Referral is made to appropriate experts for their advice, which is then added to the assessment. When all the information is gathered and recorded, the Lead Professional can draw it together and plan a programme of support, which is then presented as a My Plan+.

**My Plan+**

A My Plan+ is put together using the advice and analysis from the My Assessment. The ‘+’ indicates that a My Assessment has been made. Needs, SMART outcomes and strategies are recorded in the same way as on a My Plan, but as the needs are likely to be more complex, reviews are often held more regularly. If additional needs are indicated, further requests for advice are made at this stage.

**Education and Health Care Plan**

If, after several reviews and various strategies have been tried, further support is still needed, an application for an Education and Health Care Plan may be applied for, with the agreement of all involved. This will be assessed by the County Council’s Casework Team who will decide (based on expert reports and plans and their reviews) if additional resources are needed to support the child. The amount of additional resources is decided by the Casework panel and is provided to the school as an amount of money used to support the child, usually to fund TA hours. EHCPs are reviewed annually and outcomes are set for the end of the Keystage at that point. A My Plan is written which is derived from these outcomes, but with shorter term objectives. This is then reviewed regularly.

**Who decides what the Interventions will be and who will deliver them?**

The class teacher will be delivering a high quality curriculum, with adaptations made to suit each child’s needs. Where it is decided small group or individual interventions are appropriate, these will be planned by the class teacher in consultation with the SENDCo, and recorded on the ‘My Plan’. At each ‘My Plan’ review, held with the class teacher and other relevant adults, pupils are given the opportunity to discuss their progress against the outcome and discuss what the next stage might be. Their profile is then updated.

**Involving Parents**

In addition to regular parent consultations with the class teacher, as soon as we have concerns about a child’s progress, we will contact the parents to discuss these and possible interventions. We will keep them informed every step of the way and discuss progress and next steps. Parental informed consent, signed or verbal, will be needed for any referral to outside agencies required for any formal diagnoses. Parents are invited to ask any questions at any time about the support for their child.

A child’s progress will be assessed at least 3 times a year according to our school assessment programme and parents will be invited to contribute to the setting, assessment and planning of needs and outcomes on a regular basis and to meet with class teacher, and if needed, with a SENDCo. Parents will be able to discuss their child’s assessments and progress at these meetings. Prior to each My Plan review, a letter is sent to parents, asking for their opinions and concerns and offering them an opportunity to attend the review. Copies of the reviewed My Plan and the new one are then sent out. ‘My Plan +’ reviews, also known as Team Around the Child’ (TAC) meetings are set individually, and parents are always invited to attend. Annual reviews of Education and Health Care Plans are also set individually each year and parents are also invited to attend and contribute.. Parents are also free to discuss progress in between meetings with class teacher or with a SENDCo if concerned. If there are significant concerns, an interim review can be held.

**How can a parent raise concerns about their child’s progress?**

If a parent is concerned, the first person to consult is the child’s class teacher as they know the child best and have primary responsibility for progress. Parents are also welcome to see either of the SENDCos, but for longer discussions you are advised to make an appointment.

**Involving Pupils in their Support**

The needs and outcomes in each My Plan are reviewed 3 times a year. The pupil, class teacher and SENDCo all meet to discuss what progress has been made, what the next steps are or if there are any areas of concern. Pupil voice is very important and pupils have the opportunity to set outcomes. They can share which interventions and strategies work for them and which do not. The format of the My Plan is child friendly. The outcomes will be incorporated into targets and worked towards during class teaching.

The review schedule for each My Plan+ is set individually, usually from 6 weeks to 2-3 months, whilst EHC Plans are reviewed annually, but can be brought forward if needed. If appropriate, professionals are invited to reviews.

**What form will this support take?**

Each child will be assessed individually but currently we offer:

* An adapted curriculum – content, techniques and tasks
* In class support
* Small group work
* Individual withdrawal
* Published support schemes
* Individual focused targets and monitoring (My Plan)
* Emotional and behavioural support

**Social, Behavioural and Emotional Support**

Our Pastoral Inclusion Manager, provides support for the social and emotional needs of all children in the school as required, whether or not they also have SEND, in collaboration with other staff.

**Currently we offer the following interventions:**

All pupils with or without SEND are subject to Quality First Teaching (QFT), which is adapted according to needs.

Children who need further support will have the following interventions available as appropriate:

* Further adaptation by class teacher within class teaching
* Additional support within class with class teacher and TAs (focussed writing, reading and guided reading)
* Priority readers
* Reading scheme books
* Rapid Writing
* Apples and Pears (Structured Group Phonics for Spelling)
* Dancing Bears (Structured Daily Individual Phonics for Reading)
* Rapid Reading
* Code
* Colourful Semantics
* Language for Thinking
* Language for Behaviour and Emotions
* Precision Monitoring/Teaching
* Stile (structured group comprehension)
* Write from the Start (handwriting intervention)
* Maths Boosters Groups
* Numicon (Understanding Number)
* Nelson Handwriting – in class and small groups
* Other forms of spelling and reading support as needed

Children will also have specialised support according to individual needs e.g.

* Use of a range of visual and pictorial clues
* Wobble cushions, Theraband and other equipment as needed
* Adapted recording e.g. use of laptop or iPad as required
* Adaptations for visually or hearing impaired pupils e.g. seating, adapted delivery of information
* Rest breaks and time out as needed.
* Sensory circuits programme
* Fizzy

**Evaluating Effectiveness of Provision**

The effectiveness of provision for each child is assessed at least 3 times a year and adjustments made as needed. The effectiveness of provision overall and each intervention is measured by the SENDCo using various measures including using online data management and a Provision Map, which is continually being updated. The provision for individual children is recorded on Insight.

**Other Assessments and Outside Specialist Agencies**Mrs Deichen is able to perform some assessments, but we also regularly work closely with a number of outside agencies.

* Advisory Teacher Services:
  + Communication and Interaction
  + Cognition and Learning
  + Sensory (visual/hearing)
  + Physical Disability
* Educational Psychologists
* Occupational therapists
* Physiotherapists
* Speech and Language Therapists
* School nurse
* Specific medical teams
* Social care
* Behavioural teams
* CYPS (CAMHS)
* Any other teams needed by a specific child

**Accessibility**

Currently, the lower floor and the Ecopod class rooms are fully wheelchair accessible. We have 2 accessible toilets; one in the main building and one between class 4H and 3CW in the Ecopod. The first floor can only be reached by stairs. We have an accessibility plan approved by the LA. Physical needs rarely impact upon admission.

**Transition**

We work closely with Dinglewell Infants School and with receiving secondary schools to provide an enhanced transition programme.

**Staff expertise and training**

Mrs Deichen (SENDCo) has the National Award for SEND Coordination.

Other staff have been trained in the use of Rapid Writing, Rapid Reading, Apples and Pears, Dancing Bears, Fizzy, Numicon, Precision Monitoring, Lego (emotional support), Team Teach (manual handling), CPR and first aid, Communicate in Print. Some have had training to meet specific medical needs.

The School is working towards the Autism Impact award with the Advisory Teaching service and all staff are now trained to Level 2. Further work is planned around making this an autism friendly school and a rolling programme of training to ensure new staff have up to date knowledge is ongoing.

Mrs Deichen has also held staff training around, ADHD, Colourful Semantics, scaffolding, Creative Spelling Strategies; ‘Using Sensory Approaches’; ‘Effective Use of TAs in the Classroom’ and Emotion Coaching (which together with a Growth Mind set approach we are working to embed across the school.)

**Equality of Opportunity**

As a school, we ensure that children with SEND are enabled to engage in activities with pupils who do not have SEND. Where necessary, reasonable adaptations are made to ensure as full a participation in the curriculum and in extra curricula activities as possible.

**For additional information**

The school website (<https://www.dinglewelljuniors.co.uk>) includes documents such as:

* The school SEND Policy
* The school’s local Offer which is held on Glosfamilies Directory at: <https://www.glosfamiliesdirectory.org.uk/>

**Concerns and Complaints about SEND provision**

Staff are readily available to answer any concerns and the class teacher is the first port of call. Mrs Deichen (SENDCo) is also available to answer any concerns, but if a parent wishes to go higher, Miss Brogan, head teacher is also available.