

## Dovecotes Primary School SEN Information Report

<p>1. The kinds of special educational needs for which provision is made at the school.</p>	<ul style="list-style-type: none"><li>❖ Dovecotes School is a mainstream inclusive school.</li><li>❖ The SEN department provides support for pupils across the four areas of need as laid out in the SEND Code of practice 2014. These are:- Communication and Interaction. Cognition and Learning. Social, emotional and mental health issues. Sensory and/or physical needs.</li></ul> <p>Provisions are made for pupils with SEN in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, autism, cerebral palsy, diabetes, epilepsy, dyslexia and dyspraxia.</p>
<p>2. Information about the school's policies for the identification and assessment of pupils with SEN.</p>	<ul style="list-style-type: none"><li>❖ All children are assessed when they join our school, so that we can build upon their prior learning. Evidence used is:</li><li>❖ Information from previous school, SATS results, Baseline assessments, RAISEonline data, teacher assessment, Raising Attainment Plans, interventions and cohort trackers.</li><li>❖ Pupils whose language is not English will have a first language assessment or a new arrival to the country assessment.</li><li>❖ If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation.</li><li>❖ Children have individual targets on Early Years/School Pre EHC Plans 1 and 2.</li><li>❖ Joint planning and assessments between class teacher and teaching assistant and learning mentors.</li><li>❖ Regular review of targets.</li></ul>

The SENCO's role is:-

- ❖ The day to day operation of the SEND Policy.
- ❖ Liaising with and advising all staff who work with children who are deemed to have special needs.
- ❖ Co-ordinating provision for children with SEN including those with a statement or EHC Plan.
- ❖ Co-ordinating Annual Reviews of children who still have Statements.
- ❖ Overseeing the records of all children with SEN.
- ❖ Liaising with parents of children with SEN.
- ❖ Contributing to the in-service training of staff.
- ❖ Liaising with outside agencies e.g. Educational Psychology Service and support agencies, health and social services.
- ❖ Providing the SEN Annual Report to the Governing Body.
- ❖ Liaising with and advising fellow teachers.
- ❖ Liaising with the Head Teacher on the deployment of the SEN budget.
- ❖ Acquisition and maintenance of SEN resources across Early Years, Key Stages 1 and 2.
- ❖ Attending regular SEN meetings with the Head Teacher.
- ❖ Discussions with all staff involved to evaluate targets and advise on next steps.
- ❖ Managing and advising Teaching Assistants.
- ❖ Liaising with new schools to ensure smooth transitions.

#### **Links with External Agencies**

Dovecotes school is part of a **Multi- Agency Support Team – MAST 6**. The team members provide us as a school and our children with extra support when required:-

- MAST 6 Manager
- Area SENCO
- Senior Educational Psychologist
- Educational Psychologist – EP

Other support comes from:-

- Special Needs Early Years' Service – SNEYS
- Speech and Language Therapy – SALT
- Base 25 Counsellor
- Family Support Workers in the attached 'Dove Children and Family Support Centre'.

	<ul style="list-style-type: none"> <li>• Social Workers in the attached 'Dove Children and Family Support Centre'</li> <li>• English as an Additional Language support – EAL.</li> <li>• Occupational Therapy and Physiotherapy.</li> <li>• Community and school nurses.</li> <li>• The Gem Centre.</li> <li>• The Switch Project – a behaviour support service for schools in the attached Dovecotes Arts Centre.</li> </ul> <p>Formal meetings are arranged with the SEN Governor each term to ensure a regular update on the running of the SEN department.</p>
<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC Plans :-</p> <p>a) How the school evaluates the effectiveness of its provision for such pupils.</p> <p>b) The school's arrangements for assessing and reviewing the progress of pupils with SEN.</p> <p>c) The school's approach to teaching pupils with SEN.</p>	<p>a) Every half term the Pupil Focus Intervention Groups are updated according to the progress the children have made.</p> <p>b) Arrangements include:  Data tracking to ensure pupil progress.  Observations.  Early Years and School Pre EHC Plans, EHC Plans and reviews.  Parents / carers meetings  Joint planning and assessments between Class Teacher and Teaching Assistant and Learning Mentors  Regular review of targets.</p> <p>c) Provision for pupils with SEN includes:  High quality first teaching through differentiated planning.  Teaching Assistants work in the classroom to give support.  Teaching Assistants work with small groups and 1:1 to give support.  Resources adapted so they are easily accessible to and for all children.  Specialist equipment.  Multi –sensory approach.  Sensory room</p>

d) How the school adapts the curriculum and learning environment for pupils with SEN.

d) Accessibility for all pupils.  
Additional adult support if required during SATs.  
Differentiated resources and learning styles.

**Access to a Supportive Environment**

Use of appropriate visual timetables.  
Access to laptops.  
Key text enlarged where necessary.  
Pre- teaching of strategies and vocabulary.  
Specialist equipment to access the curriculum.  
I pads for some children with SEND.  
Smart boards in each class.

**Strategies to Support Literacy**

Small group support in class through Guided Reading.  
1:1 literacy support each day for a small number of children.  
Small groups extra literacy support for all classes.  
Spelling groups.  
Personalised targets

**Strategies to Support Numeracy**

Small group support in class through guided teaching.  
Maths interventions.  
Personalised targets.  
1:1 tuition for a small number of children.

e) Additional support for learning that is available to pupils with SEN.

e) Teaching Assistants work with individuals to give personalised support.  
Resources provided to support personalised learning and interventions.

**Strategies to Support Speech and Language.**

Interventions from Speech and Language Therapy Services.  
Implementation and delivery of Speech and Language programmes by trained teaching assistants in school where applicable.  
Makaton used where necessary.

Symbols to aid comprehension.  
A number of staff are ELKAN trained.

**Strategies to Support Occupational Therapy / Physiotherapy Needs**

Interventions from Occupational Therapist / Physiotherapist.  
Delivery of planned Occupational Therapy / Physiotherapy programmes.  
Targets implemented into class P.E. session where possible.  
'Cool Kids' programme run in school.

f) Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum.

f) Pupils with SEN enjoy the same facilities offered to all children. The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEND are made as required. Trips out or visitors in are organised termly and link with the year group topic. It is hoped all pupils will attend and additional support is organised if needed. Pupils with SEND have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.

g) Support that is available for improving the emotional, social and mental health of pupils with SEN.

g) Pupils and parents are supported by:-

An anti-bullying policy  
A Learning Mentor who provides programmes of enhanced motivation, self-esteem, educational achievement and nurture groups.  
Sunshine room in school  
Small groups for confidence building  
Base 25 Counselling in school  
School Council  
Pupil Voice  
'Open door' policy for parents  
Individual support for each child  
Individual art therapy and animal therapy  
Referral to appropriate agencies  
Lunchtime clubs/sports clubs

Termly review meetings  
Close links with the Family Support Workers in the attached Dove Children and Family Support Centre  
Use of school's behaviour policy and PSHE policy  
Time out  
Anger management groups  
Quiet/calming down areas  
Sensory Room  
Liaison with attached 'Switch' Project team.

### **Strategies to Develop Independent Learning**

Individualised targets  
Easy access to resources  
Scaffolding/differentiation  
Additional SEND resources in class which allow the children to focus on their learning.  
Choice of 'Challenges' to complete.  
Encouragement to move their learning forward.  
Shared ownership of learning through 'Secrets of Success'.

### **Mentoring Activities**

Use of learning partners  
Year 6 play leaders  
Circle Groups  
Support from External Agencies

### **Medical Interventions**

Staff trained in First Aid  
Implementation of Health Care Plans  
A number of staff have attended specialist healthcare training - e.g. diabetes, epilepsy.  
Access to the community and school nurse.

4. The name and contact details of the SEN Co-ordinator.	<ul style="list-style-type: none"> <li>❖ Mrs Jane Hill Telephone Number – 01902 558284</li> </ul>
5. Information about the expertise and training of staff in relation to children and young people with SEN and how the specialist expertise will be secured.	<ul style="list-style-type: none"> <li>❖ SENCO keeps updated on a regular basis through Network meetings and training. SENCO has the National Award in SEN.</li> <li>❖ All new members of staff receive in-house training with regards to SEND Policy and procedures.</li> <li>❖ Staff are trained in:- Cool Kids ELKLAN training under 5's (Speech and Language) ELKAN training over 5's (Speech and Language) Precision Teaching Behaviour Management</li> <li>❖ Specialist external agencies to support children in school include:- Educational Psychologist, Occupational Therapist, Physiotherapist, Special Needs Early Years' Service, Speech and Language Therapists, Education Welfare Officer.</li> <li>❖ In the attached Dove Children and Family Support Centre we have an excellent working relationship with the social workers and the family support workers.</li> </ul>
6. Information about how equipment and facilities to support children and young people with SEN will be secured.	<ul style="list-style-type: none"> <li>❖ Liaison with the above agencies and parents to appropriate equipment required for individual pupil's needs.</li> <li>❖ School has a disabled toilet and a disabled parking bay.</li> <li>❖ For children with complex SEND, the frequency of such provision may result in the school applying for more funding.</li> </ul>

<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</p>	<ul style="list-style-type: none"> <li>❖ Our parents of children with special needs are treated as partners and as such we enable and empower them to:- <ul style="list-style-type: none"> <li>• Play an active and valued role in their child’s education.</li> <li>• Have difficulties identified early with appropriate intervention to tackle them.</li> <li>• Have a real say in how their child is educated.</li> <li>• Have knowledge of what they can expect for their child as of right.</li> <li>• Have access to information advice and support during assessment and decision making.</li> <li>• Liaise with the school and a wide variety of professionals.</li> <li>• Link with specialist family support workers.</li> </ul> </li> </ul> <p>To this end school will:-</p> <ul style="list-style-type: none"> <li>• Inform parents of initial concerns.</li> <li>• Discuss subsequent targets, reviews and any concerns with parents at least termly.</li> <li>• Inform parents at the outset of the Wolverhampton Information, Advice and Support Service and the range of support it can offer them if they wish to take advantage of it.</li> <li>• Provide an ‘Open Door’ policy.</li> </ul> <p>Every effort is made to contact parents of children who we feel need to be monitored or give SEN Support to:-</p> <ul style="list-style-type: none"> <li>• By letter</li> <li>• Parents evening</li> <li>• Parental interview</li> <li>• Telephone</li> <li>• Home visit</li> <li>• A copy of the SEN Support Plan is posted to the parent.</li> </ul>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<ul style="list-style-type: none"> <li>❖ At an age deemed suitable for each individual child they are involved in setting their targets and participate in their Annual Review by the completion of a questionnaire as to how they think they have progressed.</li> <li>❖ Attendance at the Annual Review is also seen as important for the child, but is dependent on their individual age, willingness and ability to attend.</li> </ul>

<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</p>	<ul style="list-style-type: none"> <li>❖ Initially a complaint will be directed to the class teacher who will ask the nature of the complaint and if possible deal with it informally at this level. If this does not lead to a successful outcome an appointment can then be made with the Head Teacher and the SENCO to discuss the problem further. In the unlikely event of a solution still not being found, the SEN Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and also the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.</li> </ul>
<p>10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEN and in supporting their families.</p>	<ul style="list-style-type: none"> <li>❖ Social Workers and Family Support Workers are based in the attached Dove Children’s and Family Support Centre. As we are all housed in one building we have a good working relationship whereby we all put the child first and have ease of contact with each other.</li> <li>❖ Parents are also signposted to the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.</li> </ul>
<p>11. Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<ul style="list-style-type: none"> <li>❖ SENCO – Mrs Jane Hill – Tel 01902 558284</li> <li>❖ MAST (Educational Psychologist and Area SENCO) – Tel 01902 556010</li> <li>❖ Base 25 Counselling – 01902 572040</li> <li>❖ Speech and Language Therapy – 01902 444363</li> <li>❖ Physiotherapist – 01902 444396</li> <li>❖ Occupational Therapy – 01902 444272</li> <li>❖ Special Needs Early Years’ Service – 01902 558406</li> <li>❖ Gem Centre – 01902 446270</li> <li>❖ The Dove Children and Family Support Centre – 01902 550887</li> <li>❖ Educational Welfare Officer – 01902 558890</li> <li>❖ Wolverhampton Information, Advice and Support Service – 01902 556945</li> <li>❖ Information about the local authority’s SEN Information Report can be found on Wolverhampton City Council’s Website – SEN at:-</li> </ul> <p style="text-align: right;"><a href="http://www.wolverhampton.gov.uk">www.wolverhampton.gov.uk</a></p>

<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living.</p>	<ul style="list-style-type: none"> <li>❖ Staff to hold a transition meeting to handover each child's levels and discuss any other relevant information.</li> <li>❖ Teacher from new class to visit child in his/her present class to introduce him/herself.</li> <li>❖ Child to visit new class with a familiar member of staff e.g. class TA for various planned activities e.g. playtime, dinnertime, assembly, Literacy, Numeracy, Irresistible Learning to give a taster of what is to be expected in new Key Stage.</li> <li>❖ Buddy system – new child has an older child they can be/talk with at break time and/or dinnertime.</li> <li>❖ Staff mentor / Learning Mentor.</li> <li>❖ Systems in place as to who/how to ask for help.</li> <li>❖ SENCO meeting with parents and child to inform them of the transition.</li> <li>❖ Parents and child attend informal meeting with new teacher/TA and ask any relevant questions.</li> <li>❖ Up to date information required of the needs of individual children.</li> <li>❖ Copy of class timetable/visual timetable if needed.</li> <li>❖ Daily checklist for resources needed for different lessons.</li> <li>❖ Organisation of transition between classes – Literacy/Numeracy Groups.</li> <li>❖ User friendly diary for organising/explaining homework.</li> <li>❖ Support on first day from staff.</li> <li>❖ Consistent approach between all lessons and all staff.</li> <li>❖ 'Space/Quiet Area' to chill out if needed.</li> <li>❖ Visual/verbal reminders of new expectations/changes/ breaks/dinnertimes.</li> <li>❖ Visual/verbal reminders of where resources are kept, the cloakroom, the toilets, Key Stage hall.</li> <li>❖ 'It's All About Me' – completed by child with in school and at home ready to take to new class.</li> </ul>
<p>13. Information on where the local authority's local offer is published.</p>	<ul style="list-style-type: none"> <li>❖ Information about the local authority's SEN Information Report can be found on Wolverhampton City Council's Website – SEN at:- <a href="http://www.wolverhampton.gov.uk">www.wolverhampton.gov.uk</a></li> <li>❖ The SEN Information Report provides the information our own school can offer to our families who have children with special educational needs. More information about our SEN Information Report can be found on our school Website at:- <a href="mailto:www.dovecotesprimaryschool@wolverhampton.gov.uk">www.dovecotesprimaryschool@wolverhampton.gov.uk</a></li> </ul>

