



Special Educational Needs and Disability SEN Information Report

At Dunn Street Primary School we have high expectations of all pupils and strive to enable them to reach their full potential.

In order to do this, many steps are taken to support them through their learning journey. High quality teaching is vital; however we recognise that for some children there are occasions when further additional support may be needed to help them achieve their goals. The aim of this report is to let parents/carers know how we will support children with special educational needs and disabilities.

Who are the staff who are responsible for SEN?

Mr Black (Acting SENCo)

Mr Reader (SENCo)

All staff have responsibility for pupils in their class.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The SEN Code of Practice states that a child may be identified as having special educational needs if their needs are 'additional to and different from' the needs of other children in their class.

This may be identified through:

- Parental concerns
- Limited progress is being made
- Pupil progress meetings
- Observations
- Recognition of a change in behaviour
- A pupil asks for help

What kinds of special educational needs does the school provide for?

All four areas of need can be supported, through careful planning and communication.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

How will the curriculum be matched to my child's needs?

This will be achieved in a large variety of ways.

- High quality teaching
- Adult support
- Differentiation in all lessons
- Targeted interventions
- Additional provision
- Specialist equipment/resources
- Target-based tasks
- Using the cycle-assess, plan, do, review

How will the school support my child?

The nature of the support provided will be tailored to the specific needs of your child.

This will be through:

- Individual target setting
- Provision mapping
- EHCP
- Pupil voice
- Differentiation
- Adult support
- Encouraging and building on independence
- At times outside agency support may be used. E.g. Educational Psychologist

How will I know how my child is doing?

- Parents evenings
- Open door policy
- Home/school communication
- Target reviews.

How is the decision made about what type and how much support my child will receive?

This is based on the level of need of teacher assessments.

For example, if it has been identified that your child needs support with Speech and Language they will initially be assessed by a speech and language therapist. The report from this will be analysed and targets will be put in place that are personal to your child. An intervention will then be set up by the speech and language therapist, who will complete additional work with your child on a regular basis, focusing on specific targets.

The school will range your child in the four areas of SEND using the local authority SEND ranges document.

How will my child be included in activities outside the classroom including physical activities and school trips?

At Dunn Street Primary we are an inclusive school. Activities and trips are available to all. We will endeavour to make reasonable adjustments to ensure that your child is able to participate in all school activities, if it is safe for them to do so.

This will include (if needed):

- Completing risk assessments
- Individual Health Care Plans (IHCP)
- 1:1 support
- Staff training
- Suitable transport

What support is available for my child's overall wellbeing?

We will provide a happy, safe and secure environment for your child. Where children have additional needs some additional provision may be put into place.

- Members of staff are readily available to discuss concerns.
- Staff training
- Individual Health Care Plan (IHP)
- Educational Health and Care Plan (EHCP)
- Additional support based on the area and level of need
- PSHE lessons and assemblies
- Counselling

What specialist services and expertise are available at or access by school?

In school:

- SENCo
- Pastoral support
- TAs that support in class and lead interventions
- Emotional support

Out of school:

- Educational Psychologist
- CYPS
- Life Cycles (CAHMS)
- Speech and Language Team
- Child and family support team
- Counselling services
- Behaviour support
- Attendance support
- Educational welfare officers
- School nurse
- Children's Services
- Occupational and physiotherapy
- NHS services incl. paediatricians.

What training has the staff supporting children with SEND had?

This list is constantly being updated as our staff have regular CPD. However, here are some examples of the training staff have received.

- Acting SENCo is undergoing the NASENCo accreditation.
- Colourful semantics
- Precision teaching
- Medical training - first aid, epi pen, manual handling.
- Specific training for interventions
- Kids Safe
- Mental health training
- ASD training
- Bereavement training

How do you involve other agencies in meeting the needs of children with SEND in supporting families?

We will seek the support of outside agencies when specific areas of expertise are required. Outside agencies will be requested by the SENCo to come into school, either to meet with school staff, observe the child or meet with staff and parents.

How accessible is the school?

Our school meets all of the requirements of the Disability Act. Our school is one storey and is fully wheelchair accessible.

How are parents involved in the school?

- Parents' evenings
- Person-centred reviews
- EHCP reviews
- Regular communication
- Parent intake meetings
- Workshops

Who can I contact for further information?

Acting SENCo (Mr Black)

Mr Reader (SENCo)

Assistant Headteachers (Miss Noble & Mrs Garr)

When in school the child's class teacher is always the initial point of contact. They will then discuss concerns with the SENCo. Out of school your GP, health visitor or family support worker may be able to support with additional information.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

On entry:

- Intake meeting and home visits before starting reception
- Play dates
- Part time start
- Enhanced transition arrangements

Mid-year transition:

- Tour of the school
- Meet the teacher
- Transition meetings
- Contact with the previous school for the child's records.

Transfer to secondary school:

- Secondary school transition meetings
- Enhanced transition arrangements (induction days)
- When appropriate a person centred review will be arranged between the SENCo, parents and the secondary school SENCo.

What other support is available?

Find out more about the support available through the South Tyneside Local Offer at:

<https://www.southtyneside.gov.uk/article/37973/Our-Local-Offer>

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- Mr Black (Acting SENCo)
- Mr Reader (SENCo)
- Miss Noble (Assistant Headteacher)
- Mrs Garr (Assistant Headteacher)

Appointments can be made with any of these members of staff through the school office.

Telephone: 0191 4836619

Complete and agreed: March 2018

Review Date: March 2019