

Name of School: Sheep Dip Lane Date of Report March 2017

## SEN INFORMATION REPORT (Version: 2)

<b>Brief description of the school (age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</b>
<p>Sheep Dip Lane Primary is a one and a half form entry, mixed non-denominational Primary school. We have approximately 295 pupils on role, which is increasing. Children are at the heart of everything we do at Sheep Dip Lane Primary, they need to feel safe and happy in a place where we nurture and develop their independent learning skills and respect for both themselves and others. We aim to nurture our children and provide a caring environment, where all are supported to enable them to thrive and develop to become caring and responsible members of the World we live in.</p> <p>Our school has a remarkable family atmosphere and a nurturing ethos through the Thrive approach that underpins the curriculum. The presence of pupils with either a disability or special educational needs is warmly welcomed by all staff. Every opportunity is taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. We are an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):</p> <ol style="list-style-type: none"><li>1. Communication and interaction</li><li>2. Cognition and learning</li><li>3. Social, mental and emotional health</li><li>4. Sensory and/or physical</li></ol>
<b>The kinds of special educational needs (SEN) that are provided for in school</b>
<p>There are a variety of different SEN supported in school. These include:</p> <ul style="list-style-type: none"><li>▪ Physical disabilities such as Spina Bifida and Cerebral Palsy;</li><li>▪ Specific disabilities such as Attention Deficit Hyperactivity Disorder and Autistic Spectrum Condition (ASC/ASD);</li><li>▪ Hearing impairment;</li><li>▪ Visual impairment;</li><li>▪ Moderate learning difficulties such as a difficulty with reading, writing or maths;</li><li>▪ General developmental delay;</li><li>▪ Speech, language and communication difficulties;</li><li>▪ Sensory difficulties;</li><li>▪ Behavioural difficulties.</li></ul> <p>The above list is not exhaustive and other needs individualised needs are also supported within Sheep Dip Lane Primary School. Children identified as having SEN across a spectrum receive varying levels of support from either internal school staff or external expertise.</p>
<b>The name and contact details of the SENCO (mainstream schools) and further contacts where parents/carers may have concerns</b>
<p>SENCO: Mr C Palmer Head Teacher: Mrs F Parish</p>

Inclusion Manager: Mrs J Allen

Contact phone number: 01302 842464

**Policies for identifying children and young people with SEN and assessing their needs  
(list all relevant policies)**

Special Educational Needs Policy  
Inclusion Policy  
Behaviour Policy/Positive Relationships Policy  
Supporting Medical Needs Policy  
Moving and Handling Policy  
Teaching and Learning Policy  
Assessment Policy  
Target Setting  
Early Help

**Arrangements for consulting parents of children with SEN and involving them in their child's education**

In line with the SEND Code of Practice (Jan 2015), Sheep Dip Lane Primary School recognise the importance of working closely with parents/carers to ensure that provision is best tailored to the needs of pupils concerned. Our school will:

- Assist parents/carers in their understanding of SEND procedures, provision and support
- Provide opportunities for discussion
- Ensure that the review process seeks and takes account of the parent/carer's view as well as the child.
- Ensure any changes within our school's SEND policy are shared
- Invite parents/carers to speak with their child's class teacher initially if they have any concerns about their child's learning and progress.
- Facilitate meetings with the SENDCO if parents feel their child's needs are severe enough to require additional classroom support. At this point a Individual Education Plan SEN Support Plan will be created in collaboration with both parents/carers and child. These plans are reviewed and amended on a termly basis as necessary.
- We also operate an open-door policy where parents are welcome to speak with their child's class teacher or SENDCO at any time.

Prior to pupils entering Sheep Dip Lane Primary all pupils will have a home visit where key information about your child's development will be discussed with the teaching staff. Wherever possible there should be pre-emptive action for the child/parents/carers before the child enters our school if it is known that they have additional needs. This includes visits to school, advice from other professionals, (Pre-Inclusion team), discussions with the Inclusion Manager and the SENDCO. This support and communication continues when the child is at school with at least termly meetings and informal discussions as necessary. If the class teacher feels additional support is required for your child then an initial meeting will be made to plan this.

An individual provision map along with a child centred one- page- profile may be developed, implemented then reviewed.

Each child on the SEND register has a support plan, which contains planned targets and will involve the school's SENDCO overseeing plans or being involved in their development.

At SEN Support, the plan will be discussed at termly meetings and the action will be part of the child's provision map.

A Child with a statement or EHCP (Education Health Care Plan) these discussions form part of the school and annual review process termly meetings. Provision maps, Support plans, Statements or EHCP plans also contain information on the role of other agencies and the support they provide.

#### **Arrangements for consulting young people with SEND and involving them in their education**

Children at Sheep Dip Lane Primary are involved in creating their learning targets in all areas (in varied ways dependent on their age and ability), specifically on their SEND Support Plan. We believe that children know how they learn best and their views are therefore essential in helping to devise and monitor their SEND Support Plans.

Children are consulted throughout the school year and within different targeted interventions on their progress and how they feel about the learning they are taking part in. This information guides the development of targets and support in order to best meet their needs.

#### **Arrangements for assessing and reviewing children and young peoples progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

Children's SEND Support Plan targets are reviewed at least three times per year (termly) although teachers and children review targets in reading, writing and maths daily within their everyday teaching and learning sessions (formative assessment).

Children and their parents/carers are invited to contact their teacher if they feel targets have been met and therefore require review prior to the termly review. Parents receive a copy of their child's SEND Support Plan and are asked to support these at home in order for their child to progress more rapidly.

#### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

School believe that transition between year groups, stages of life and between schools is a very important and exciting time for children and young people. We also recognise that this can also be a stressful time for the child or young person as well as the family as a whole. In such instances, the SENDCO and Inclusion Manager support families to visit new schools and discuss children's transition needs well in advance of the move to ensure that this is as smooth and stress-free as possible. Where appropriate, the SENDCO and Inclusion

Manager will also work closely with staff in the setting that the child or young person is transitioning to.

Within school, a transition programme is in place where children take part in sessions within their new classroom with their new teacher, support staff and peers. Teachers ensure that SEND information is passed to the next teacher effectively and the SENDCo works alongside the class teacher in supporting the child and family. Families are also invited to meet with their child's new class teacher prior to the transitional period. Children are informed of their move as soon as possible and individualised transition plans are put into place with an allocated support worker for the child to undertake prior to transition.

School keeps an up-to-date medical needs register which all class teachers and first aider's have access to. These are updated regularly with close links to health workers and families.

Children transferring or joining our school are also supported as soon as an SEND becomes evident. Secure partnership working between the SENDCo, Inclusion Manager and external agencies support this process. Nursery visits, home visits and school visits can be arranged to support children's individual needs.

The school has excellent relationships our feeder secondary school ' Ash Hill Academy' and other secondary settings where our families choose for their children to move on to for Y7. Children in our Y6 have the opportunity during this year to feed into some extra-sessions/day visits. Our SEND pupils needs are discussed at length in the annual review meetings prior to going into Y6 – the secondary schools are invited to attend the child's summer term transition planning meetings. Additional meetings may be required as part of the planning for transition. Each child is discussed at length with the schools pastoral and inclusion team. The children attend a week long transition week which we fully support. Selected SEND pupils may also attend the secondary schools summer school. Through our dedicated staff, and curriculum that develops the personal qualities of every child, our children are well prepared to take on the challenge of Secondary education.

#### **Approach to teaching children and young people with SEN**

Sheep Dip Lane aims to provide an education that is both broadly based and enriching and, at the same time, tailored to meet the individual needs of each pupil including those with SEN. In the first instance this is ensured through the high quality planning and teaching of a broad and balanced curriculum that is differentiated to take account of the needs of our pupils . For our pupils with SEND, a multi disciplinary approach is often essential. We work closely with the following external agencies to ensure that all our pupils fulfil their potential:

- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist

- LA SEND team
- LA ASD (Ascets) team
- Educational Psychologist
- Health teams – School Nurse and Health Visitor
- Behavioural support – Bentley PLC, Thrive
- CAMHS

Where a pupil has been identified as having an SEND need, a Support Plan is devised with the input of teaching staff, the pupil, the pupil's parents / carers and external professionals. These plans are tailored to the specific educational and broader holistic needs of the pupil and they are reviewed termly or sooner if required.

#### **How we provide additional support if your child has social and communication needs**

Our school employs a number of interventions to address difficulties with social communication. All classes operate visual time tables and some pupils have their own individual visual timetable mat.

Social stories are developed by a number of SEND 1-1 staff to aid transitions or change activities.

All staff have had recent training in social & Communication difficulties using the Thrive approach. 6 members of staff have had the Cygnet training for ASD. We also use other strategies such as Lego therapy this has been successful in key stage 2 in developing pupils in this area once they are ready.

In foundation stage and KS1 the use of circle of friends and nurture groups has aided the development. Our school can also request the professional input of the ASCETS team for any pupil with this difficulty, we also signpost to the regular Autism clinics for pupils with this diagnosis.

#### **How we provide additional support if your child has physical, sensory and/or medical needs**

We provide a daily gross-motor skills session for identified SEND pupils with Physical needs which is based around approaches for example Forest school/sensory circuit. We also use a number of Fine motor skills programmes also operate in school along with the development of touch type skills. The school also holds many aids such as; sit and move cushions, soft touch stress balls, fiddle toys, weighted blankets/shoulder rests for those children with sensory needs. Additional support would always be in the form of a support plan. Pupils with medical needs will also have a medical care plan and designated support will be illustrated on this plan in line with medical practitioner advise.

#### **How we provide help to support your child's emotional health and well being**

At Sheep Dip Lane Primary we have a thorough PSICHE curriculum that encompasses our core school & British values these encompass; respect, collaboration and talk, kindness, trust, teamwork, care, resilience, effort and striving for excellence, through being democratic, being tolerant of those who have different beliefs to ourselves, respect individuality, debating, individual liberty and the rule of law.

Circle time is used and our behaviour policy is based upon feedback from the children with regards to fairness and starting each day a fresh. Rewarding good behaviour is paramount and there are many initiatives in school where pupils have privilege's for good behaviour, win heads awards and have golden time.

We run groups to improve the emotional and social development of those children who need extra support using the Thrive approach and Theraplay. Pupils are all class screened using the Thrive online tool to identify needs and what support is needed through action plans/strategies. Pupils have open access to the Inclusion team. Children with social and emotional health issues may access 1-1 Thrive Intervention where communication and social interaction needs are preventing some engagement in learning. We also offer Thrive support specialising in loss and bereavement, anti bullying and Family thrive courses for parents/carers. Our Inclusion manager is on hand to support families and liaise with other agencies as well as working collaboratively with the SENDCO and safeguarding lead.

**How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN**

The school consults with the local authority building/assets team on issues of accessibility –also DRI Physiotherapy and OT department. The disabled bay is used in our car park.a mecial room with additional changing facilities has been added for access. 3 ramps have been installed into school for access for our SEND pupils to classes. The learning environment is stimulating and celebrates all pupils achievements. Sheep Dip Lane ensures that all children can access the school building regardless of their SEND. Ongoing adaptations take place where necessary.

Our curriculum and teaching is adapted and differentiated to include every child in school with external partnership support where necessary (for example, with ASD ASCETS team, Hearing Impairment and Visual Impairment team support).

Some examples of how Sheep Dip adapts its provision to support pupils with SEN include:

- Considering where pupils should sit in the classroom (for pupils with a visual or hearing impairment)
- Offering 1:1 , small group working
- Using Braille
- Beat Dyslexia
- Toe by Toe
- Fresh Start
- Rapid Reading
- Precision teaching
- Rapid writing

Peer and adult support may be employed to boost confidence, self -esteem and create an active learning environment. Our school leadership are

currently researching new strategies to further enhance practice including the use of Kagan structures to capitalise on Peer learning.

### **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

School pride themselves in ensuring that all children's needs are met. This has led to much staff training in order to support all. Any additional training required is always kept up to date. The SENDCO takes part in termly meetings with the Local Authority to ensure that school are meeting the requirements for children.

We also have our Inclusion support with updated Early Help Assessment and TAC training as well as our Inclusion behaviour specialist who has SEND level 3 Safeguarding level 4 and working therapeutically with children level 4 and CAF and TAC training completed.

We are wanting to further develop our reading support practice with our SENDCO on diagnostic testing to match interventions to learning need and styles and developing a reading lead for school.

Specific training includes:

- Six Cygnet Practitioner trained staff to support children diagnosed with ASD.
- Eight THRIVE trained practitioners with whole school overview training.
- Two trained Lego therapy staff.
- Support staff trained Emotional Literacy with a lead practitioner (Inclusion Manager).
- Ten Team Teach trained staff.
- One Little Rainbows (bereavement) trained practitioner.
- Two Thrive loss and bereavement trained practitioners
- Two Family Thrive trained practitioners.
- Two anti bullying Thrive trained practitioners.
- One staff member trained in Braille.

Relevant teaching staff have attended specific training prior to taking the responsibility for specific needs within the SEN spectrum. The Academy training programme below indicates how we keep our staff up to date with specialist in depth training for staff.

- SEND New code of Practice refresh – all staff
- Safeguarding Level 1 all staff (Level 3- 9 selected designated staff )
- First aid/Paediatric first aid staff
- Lego therapy 2 staff
- Learning mentor training 1 staff
- SEN – simms and data collection 4 staff
- LA – Network Briefings New code – SENCO & Assistant SENCO
- Early help assessment and EHM system – 4 staff
- Moving and handling pupils – 2 staff
- School nursing service collaborative meetings – 2 staff
- Rapid reading
- Theodoresu Perepscu – Fine Motor skills
- Real PE – supporting pupils with disabilities
- Yark – 1 staff

Training to be developed summer term:

- Dyslexia screening and intervention.
- Dyspraxia screening and intervention

More global training also includes:

- Star Time
- Dyslexia
- Downs Syndrome
- Loss and Trauma

Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training.

Regular contact takes place between the SENDCo and numerous external agency support, including:

- LA SEN team
- LA ASD team
- LA Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Hospital teams
- Behavioural support – Bentley PLC, Thrive
- CAMHS

### **Evaluating the effectiveness of the provision made for the children and young people with SEN**

The class teacher is responsible for the everyday evaluation of their teaching and learning for each child in their class. They may highlight a child who is requiring additional support to the Head Teacher or SENDCo who will then assess that specific child in their class base. The SENDCo may also access external support and advice to determine the best route forward to support the child.

Half termly and termly results are evaluated by the Head Teacher and SENDCo to determine where additional support may be required. A termly Inclusion Conversation is also held with the school's designated Educational Psychologist to review progress data and issues arising for our pupils with SEND and also to ensure adherence to current best practice in SEN provision. Ongoing assessment of small group intervention is also undertaken to ensure that children are progressing with the additional input. Where results may not be showing an improvement the child's support plan will be adapted.

### **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND**

At Sheep Dip Lane Primary School we ensure that all children have equal opportunities to access activities. Advanced consideration for all new activities takes place between the Head Teacher, SENDCO and class teacher where

necessary.

External advice may be required to ensure that children with SEN are supported effectively. For example, the Physiotherapist would be contacted if involved with supporting a child at our school if they were to take part in a new physical activity.

**Support for improving educational and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

Sheep Dip Lane has implemented the Thrive programme which supports children with their social, emotional and personal development. We are now a Thrive Ambassador school.

We have also completed the Local Authority Bronze Award and are progressing our way to completing the Silver and Gold levels. We pride ourselves on having an anti-bullying team in school where children nominate to select four Year 6 children to be our Anti-Bullying buddies. They lead school assemblies and are visible on the playground to support children where necessary. We also have a worry box where children can post their worries which are dealt with sensitively by the Inclusion Manager.

Regular whole school assemblies focussed on anti-bullying take place led by the Head Teacher, Inclusion Manager and Anti-Bullying Buddies. All types of bullying are discussed (such as cyber bullying, persistent name calling or physical) including the responsibility we all share as a school community in flagging up and dealing with bullying quickly and effectively. School also holds e-safety workshops for children and families with signposting for any cyber bullying on our school website/learning platform.

**How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisation, in meeting children and young people's SEN and supporting their families**

The Head Teacher and Inclusion Manager are all trained Safeguarding members. Communication between Health and Social care takes place regularly with these staff members in order to support children and their families with SEND.

Listed above are other external services and organisations contacted regularly to support children with SEND. It is important to remember however that not all children with SEND require external support.

In conjunction with the LA ASD team (Ascets), Sheep Dip offer a termly parents and carers workshop offering support and advice for families with children and young people with ASD.

**Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

We have a complaints procedure that school follows and adheres to.

Initially the family is to contact the class teacher with their concern or complaint. Where the family feels that the concern or complaint has not been

dealt with satisfactorily, then the Head Teacher is to be informed by the family. The Head Teacher will then conduct a thorough investigation into the concern or complaint, feeding back to the family. The Chair of Governors may also be involved in the investigation.

**Details of the school's contribution to the Local Offer, including information on where the Local Authorities Local Offer is published**

School contributes to the Local Offer with regards to supporting all children with SEND by effectively using the Local Authorities support. We recognise that all children with SEND are different and individuals with separate needs. The Local Offer suggests that Doncaster Local Authority can provide various support for various needs.

Sheep Dip Lane's Local Offer is published on our school website and within the SEND policy.