

SEND Information Report

Dormers Wells Infant and Junior School



Believe Aspire Flourish

Diversity, Opportunity, Resilience, Moral Values, Excellence, Respect, Self-Belief

Last reviewed by the Full Governing Body	October 2020
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At Dormers Wells Infant and Junior School, we value all members of our school community. We are committed to maximising the potential of all pupils including those with special educational needs and disabilities (SEND). We want the pupils in our schools to be independent, balanced and emotionally resilient individuals, to enjoy learning, to make progress and be an active member of our community – ‘Believe, Aspire, Flourish’.

In order to do this, we work through a cycle of meetings and activities that include parents/carers, pupils and any professional working with them. This report answers some of the most frequently asked questions about school and the special educational needs.

1. What kinds of needs can be supported at our school?

Pupils with a range of needs are supported at our school and we make our best efforts to ensure that every pupil in our school makes good progress and is well prepared for High School.

Our education provision will match the needs of the four broad areas of need as defined by the SEND Code of Practice (2014):

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Sometimes we will commission other professionals to help us meet an individual pupil’s needs in school or we may need to recruit staff or buy specialist equipment, in order to support a pupil with SEND.

Sometimes a pupil, who has very complex needs, is happier and makes better progress in a more specialist school or another resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the child or young person with SEND, with advice from the professional involved, usually within an Education, Health and Care plan (EHCP) meeting. This decision would be recorded in an EHCP.

2. How are pupil’s needs identified?

At Dormers Wells Infant and Junior School (DWIJS) we spend time identifying and assessing the needs of all children, whether they have an identified special educational need or not, before they enter school and throughout their school life. This helps us ensure all pupils settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a pupil might have a Special Educational Need, then a meeting (face to face or virtual) with parents (and the pupil if appropriate) will always be arranged to investigate the needs further before the pupil is classed as having a SEND need.

a). How are children’s needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school, we start finding out more about each child, so we can plan for their needs.

- Before entry to our Nursery or Reception classes (for pupils aged between 3 and 5 years) Members of the Foundation Stage team like to meet all our pupils and families.

These meetings, face to face or virtual, help us to work with parents to identify the needs of the child before they come to school. We can then plan together to help your child settle into school life happily and become successful learners.

- If you have attended a different school

If you believe that your child has a Special Education Need that has not been previously identified by your child's current school, then please inform us of your concerns. Please let us know any information about your child's needs or any other documentation from other professionals like health or Speech and Language. We will then arrange a time to follow this up with you and your child later. (Please see sections on working with parents and pupils).

- Working with previous schools or educational settings

All school records are passed on to us and are looked at carefully by the Special EDUCATIONAL Needs and Disability Co-ordinator (SENDCo), Ms J Dear. If we feel there is a child with SEND who will be moving to our school, the SENDCo will contact the school to get further information.

- Before entry to Year 1 – 6 (classes for children aged between 5 and 11)

If a child joins our school between Year 1 – 6 then the Headteacher will always arrange a meeting, face to face or virtual, before the child starts school, so we can work with you to identify each child's needs and ensure we can support them to settle into our school.

b) How are children's needs identified whilst children are at our school?

If a **pupil has concerns** they can tell their worries to members of staff and be confident that they will be listened to. Issues can also be raised through the following strategies:

- Talking to other children
- Circle time.
- Worry boxes – boxes where children can place notes to the teacher with their concerns.
- Feedback in books – children can write notes in their books for the teacher to see when they mark.
- Clinical Psychologists attached to CLiPS and Catholic Children's Service.
- Play therapy
- Creative Therapy
- Place2Be Mental Health Champions

If a **parent has concerns**:

- Talk to the teacher

Working in partnership with all parents leads to the happiest children and the best education. If at any time you are concerned about your child, please arrange an appointment with your child's class teacher as soon as possible to discuss your concerns. If you cannot get into school (COVID-19 restrictions have limited the school on who comes onto the school premises) a phone call or letter is a good start in letting us know. If, after further investigation, we believe that your child may have some special education needs we will arrange a meeting with you, face to face or virtual, in order to identify these needs further and develop ways to support your child.

- Parent/carers consultation meetings

We hold 3 parents' consultations per year to discuss the progress of all our pupils. Please use these meetings to voice any concerns you may have. We often extend the time of these meetings for parents of children with SEND, so that we have more time to discuss the needs of each child and the effectiveness of the support in place.

If staff members have concerns:

- **Teacher assessments**

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, usually half termly, in order to ensure that all pupils are making good progress and will achieve their targets. If the teacher has any concerns over a pupil's progress they can discuss issues with the SENDCo.

- **Record of Concern**

If a pupil is not making progress, then further investigations and monitoring will be made to ensure that the school is meeting their needs. The class teacher together with the SENDCo will complete a monitoring form called a Record of Concern, where evidence will be collated and SMART targets set to help identify the need and support the teacher's concern. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting, face to face or virtual, with you to discuss any issues and if appropriate your child too, to plan support.

- **During a review of progress against SEND desired outcomes**

If your child has already some Special Educational Needs then a plan to support them to reach certain outcomes will have been put in place by an Education, Health and Care Plan (EHCP) or your child's previous school or Nursery. The success of this plan in meeting their needs and ensuring they make progress should be reviewed at least yearly. This process really helps to ensure that everyone involved in supporting the child really understands their needs; interpreters can be provided.

3. How do we work in partnership with parents of children with SEND?

We try and work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEND is even more important so we do the following things:

- Communicate regularly and informally through home school books and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed.
- Have an 'Open door' policy so that parents/carers can contact the class teachers and/or Assistant Head teacher/SENDCo when they are concerned and would like a longer discussion.
- Include the progress a pupil with SEND has made towards their desired outcomes in parent/teacher consultations and in their annual report.
- Provide parents/carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve.
- Hold an Annual Review for any pupil with an EHCP.

4. How do we enable children with SEND to make decisions about their education?

We encourage all children including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- asking questions in lessons
- asking questions in books
- target setting

5. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school. If a child has SEND we also:

- Pass on SEND records to the new school including EHCP.
- Liaise with the SENDCo of the new school to clarify any information necessary.
- If required, include ways to support a child to have a smoother transition through their EHCP e.g. organise extra visits to the school or work with the child to prepare them for the transition into high school.
- We invite a representative (high school's SEND Co-ordinator and/or year 7 leader or SENDCo) from the new school to the last Annual Review of a pupil with an EHCP, so a transition plan can be set up as part of the meeting.

6. How do we help children when they move into a new year /or phases of education?

When moving to a new year group:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new class teacher.
- Pupils visit their new class and meet their new class teacher.
- Any other resources e.g. transition book that a pupil might find helpful to ensure a smooth transition.

7. How are adaptations made to the school to help pupils with SEND?

At DWIJS we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum.

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups. (*see appendix for list of interventions (English, Mathematics, Social Communication, Social and Emotional)*)
- Planning and teaching will be adapted, on a daily basis if needed to meet your child's learning needs.

If a pupil is identified as having SEND, we will provide support that is '**additional to**' and '**different from**' the differentiated approaches and learning arrangements to ensure learning barriers are overcome. When providing support that has '**additional to**' or '**different from**' we engage in a four stage process:

Assess, Plan, Do, Review

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the pupil the class teacher and assessments
- **Plan** – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a 'Pupil Target Sheet' and will form the basis for regular review meetings with staff, as well as part of parent/teacher consultations.
- **Do** – your child may be part of an intervention group to support his/her needs and bespoke teaching strategies may be employed to cater for your child's needs.
- **Review** – following interventions a meeting will be arranged to assess the impact of support provided and to consider whether changes to that support need to be made. All of those involved, including the child, their parents/carers, teachers and SENDCo should contribute to the review. This stage informs the next cycle. Meetings with teachers, support staff to discuss progress are held regularly with the Senior Leadership Team (SLT).

While the majority of SEND children's needs will be met this way, some children may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Educational, Health and Care Plan (EHCP). The school or parents may consider requesting an EHCP. The process for requesting an EHCP assessment in Ealing can be found on the Council's Local Offer website at: www.ealinglocaloffer.org.uk

Children with an Educational, Health and Care Plans (EHCPs).

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents/carers and children to invite all the people needed in order to review the progress made against the outcomes in the EHCP. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff members contribute to Annual Reviews by giving their opinions and raising any concerns that they may have, as well as presenting an up-to-date one-page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views. All professionals, who have worked with the child, are invited to attend the Annual Review. If they cannot attend a report is written where the progress of the child is then discussed.

8. What skills and training do DWIJS staff have?

Through a planned programme of continual Professional Development, staff regularly receives training on how to have a more inclusive classroom and curriculum.

9. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

If at any time you are worried about your child, then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

- The first person to contact would be your **child's class teacher**.
- If you still feel concerned, then please contact the SENDCo/Phase Leader year to discuss your concerns. We would expect any problems to be resolved after this.
- However, if you still feel that your concerns have not been addressed please contact the Head teacher. An appointment, face to face, phone call or virtual, can be made via the school office, or a message can be left asking her to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Head teacher at: dwijadmin@dwij.co.uk

If you are still unhappy despite all these discussions, then you can complain to the Governor responsible for SEND: *Kevin Hubbard* or the Chair of Governors: *Farida Braza* at the school address.

If you require further information, please click onto 'Ealing Council's Local SEND Offer' website

https://www.ealing.gov.uk/info/201020/children_and_families/2110/special_educational_needs_and_disability

or contact Ms Dear on 0208 571 1230.

APPENDIX I

Interventions available (English/Mathematics) in DWIJS Schools

The three 'waves' of support for children, as described below.

- Wave 1-Quality First Teaching (inc. differentiation)
- Wave 2-Small groups intervention
- Wave 3-1:1 Specific targeted intervention for individual children

Key: All interventions can be delivered by TAs, except * which also needs teacher input

LA recommended interventions

Mathematics Intervention	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
Numicon A multi-sensory approach that helps children learn about numbers.	Number	Wave 1, 2 & Wave 3 SEND support/Target group	FS-Y2
Numbots An on-line resource that helps children recall and understand number bonds and addition and subtraction facts.	Number	Wave 2 & Wave 3	FS-Y2
Every Child Counts - Becoming 1stclass@number Small group intervention focused on number and calculation, developing numeracy and communication skills and mathematical thinking.	Number and calculations	Wave 2 SEND support/Target group Children working below age related expectations. Helping children to get back on track and catch up with their peers.	Y1
Every Child Counts -1st class@ number1 As above	Number and calculations	Wave 2 SEND support/Target group	Y2 (Y1)
Every Child Counts -1st class@ Number2 As above	Number and calculations	Wave 2 SEND support/Target group	Y3 (4)
Success@arithmetic Calculation based intervention for learners with difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills.	Number and calculations	Wave 2 SEND support/Target group	Y5/6
* PiXL Key Marginals and Therapies	Mathematics	Wave 2 SEND support/Target group	Y3 – Y6
Timestables Rockstars Intervention to boost timetable recall speed	Number	Wave 1 & 2	Y1-Y6
Talk it/Solve it Intervention to develop thinking and talking about numbers and shapes and honing children's logical and reasoning skills	Number	Wave 1 & 2	Y1 -Y6
English interventions	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
Letters and Sounds Intervention aimed at building children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.	Phonics/ reading	Wave 2 & 3 SEND support/Target group	Y1 (Y2-3-Phases1-6 Y4-Phases 4-6 Y5-6-Phases 5-6
Toe by Toe A one to one programme for children who finds reading difficult, including weak readers who struggle to decode (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word) or those with dyslexic difficulties.	Phonics/ reading	Wave 3 SEND support /Target group and those pupils with Specific Learning Difficulties SpLD	Y3-Y6

English Intervention	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
1:1 Catch-Up reading A book-based reading intervention looks at word recognition, phonic knowledge, spelling and comprehension.	Phonics/ Spelling/ reading	Wave 3 SEND support/Target group	Y1-Y6
Boosting Reading@Primary (BRP) Small group intervention that provides one-to-one additional support for reading for the reader who is under achieving. It focusses on developing more effective independent reading strategies and text comprehension.	Reading	Wave 2 SEND support/Target group	Y1-Y6
Leicestershire Reading Inference Small group intervention for pupils who decode adequately but fail to get full meaning and a deeper understanding from their reading. It helps to improve reading comprehension and enjoyment.	Reading	Wave 2 SEND support/Target group	Y2-Y6
1stclass@writing The children develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks relating to the adventure stories. They develop their composition and editing skills through a balance of supported 'one-liners' as well as sustained, independent writing.	Writing	Wave 2 SEND support/Target group	Y3-4
Colourful Semantics Intervention to develop children's grammar by linking the structure of a sentence (syntax) and its meaning (semantics)	Writing	Wave 1 & 2 SEND support/Target group	Y1 -Y6
*PiXL Key Marginals and Therapies	Reading Writing	Wave 2 SEND support/Target group	Y3-Y6

APPENDIX II

Interventions available (Non-educational - Speech & Language Motor Skills and Behaviour/Anger Management/Emotional Literacy/Social Skills)

Motor skills Interventions	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
Write from the Start A fine motor and perceptual skills programme.	Fine motor skills/ handwriting	Wave 2 SEND support/Target group MLD (Jnrs) pupils, pupils with dyspraxia	Y3-Y6
Individual OT programme Set by visiting occupation therapist	Gross and fine motor skills	Wave 3 SEND support/Target group	EYFS – Y6
Speech and Language Interventions	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
Individual SLT programme Set by visiting Speech and Language Therapist	Receptive/ expressive language	Wave 1, 2 & Wave 3 SEND support/Target group	EYFS – Y6
SLT Bucket Time Intervention to develop natural and spontaneous communication through visual activities.	Receptive/ expressive language	Wave 2 and Wave 3 SEND support/Target group known to Speech and Language Therapist (pupils with ASD)	EYFS
SLT Narrative Children develop the ability to tell a story or series of events with precision and clarity.	Expressive language/ sequencing events	Wave 2 SEND support/Targeted group known to SLT	Y1-Y6
SLT Lego Therapy A social development programme for children and young people with Autism Spectrum Disorder (ASD) and other social communication difficulties.	Receptive/ expressive/ social communication	Wave 2 SEND support/Target group known to SLT	Y2-Y6
SLT Social Thinking Developing children’s social, communication and interaction skills	Social and communication	Wave 2 SEND support/Target group known to Clinical Psychologist (pupils with ASD)	Y1-Y6
SLT Social Stories Intervention to help children with Autism Spectrum Disorder (ASD) develop greater social understanding and stay safe.	Social and communication	Wave 2 and Wave 3 SEND support/Target group known to Speech and Language Therapist (pupils with ASD)	Y1–Y6
SLT Emotional Literacy Intervention to support children who struggle to identify emotions and empathy	Social and communication	Wave 2 SEND support/Target group known to SLT	Y1 -Y6
SLT Phonological Awareness Intervention to help children develop word sound structures to support efficient decoding of the printed word and to make connections between sounds and letter when spelling words.	Social and communication	Wave 2 SEND support/Target group known to SLT	Y1-Y2

Behaviour/Anger Management	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
Mindfulness/MindUp A well-being program that provides effective support for children in minimising mental health risk.	Emotional/anger	Wave 1 and 2 SEND support/Target group	EYFS - Y6
Individual Play Therapy A child-centred therapy for children who have mental health and/or other difficulties. Children are able to explore	Emotional/anger	Wave 3 SEND support/Target group	EYFS –Y6
Behaviour/Anger Management	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
their inner emotional world in the play room.			
Individual Creative Therapy Art based activities in a therapeutic environment to support children with their mental health and well-being to be more expressive and communicative. Set and delivered by a visiting therapist	Emotional/anger	Wave 3 SEND support/Target group	EYFS –Y6