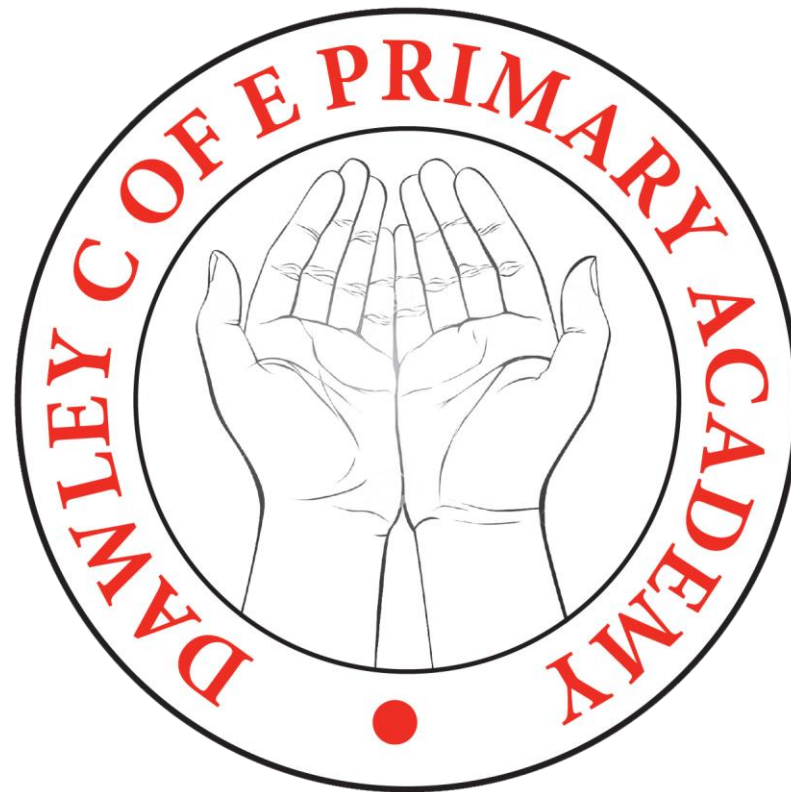


SEND Information Report 2021-2022

A SEND information report will be produced annually to reflect changes and plans within the Academy.
The report states the current provision at Dawley C of E Primary Academy and complies with section 69 of the Children and Families act 2014.



What are the kinds of special educational needs for which provision is made at Dawley C of E Primary Academy?

Dawley C of E Primary Academy strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy.

A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and Interaction - for example, where children have speech, language and communication difficulties or autistic spectrum disorders which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and Learning - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in English and Maths.
- Social, Emotional and Mental Health Difficulties - for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- Sensory and/or Physical Needs - for example, children with visual and/ or hearing impairments or a physical need that means they must have additional on-going support and equipment.

At Dawley C of E Primary Academy, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, may fall into more than one category. We have a wide range of provision in place to meet the needs of all children with SEND in our Academy.

- % pupils with SEN support: 15% (36) (NA 12%)
- % pupils with SEN statement of EHC plan: 4% (4) (NA 1.3%)
 - 51% (7) have moderate learning difficulties
 - 19% (17) have speech/language/ communication needs
 - 10% (3) have social, emotional and mental health needs
 - 3% (2) other difficulty
 - 3% (2) have autistic spectrum disorder
 - 9% (1) physical difficulties
 - 0% (2) have hearing difficulties
 - 3% (1) visual impairment

What are the Academy's policies for the identification and assessment of pupils/students attending the Academy?

The staged approach to the identification and provision for children with Special Educational Needs (SEND) involves a graduated response from within Academy resources and the involvement of outside support agencies, if necessary. We follow the Graduated response, '**Assess, Plan, Do, Review**' approach to identifying pupils with SEND as specified in the SEND Code of Practice.

Our Academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance judged against National Curriculum expectations.
- Pupil progress in relation to objectives for English and Maths
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations (including those from outside agencies and Early Help Assessment (EHA) or Team around the child (TAC) meetings)
- Records from feeder schools, etc.
- Information from families

If a child has not made as much progress as hoped, a SEND Referral Form will be completed by teachers and we (the SENDCo, teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. After a period of time, up to a term, we review how successful we have been and the progress the child has made. At this point it may be decided that no further support is required at this time or we may need to plan for further provision to be put in place. At this point it may be felt that we need to place the child on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. If it becomes apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, despite the high quality graduated response including support and advice from external agencies, the school may feel it is necessary to request additional funding from the Local Authority through the Inclusive School Forum or request an Education, Health and Care Needs Assessment.

Parents/carers, families and significant others are encouraged to engage with the Academy in supporting a child with special educational needs. They are also fully consulted and informed about interventions to help their child, and progress being made.

Assessment of pupils with SEND

Individual pupil passports are written by the class teachers with parental and pupil involvement which are reviewed every half term, in addition to the Academy assessment procedures which includes pupil progress meetings. The SENDCo is responsible for monitoring these and the progress and attainment of SEND pupils every half term.

What is the provision for pupils/students at Dawley C of E Primary Academy and how is it evaluated?

The SEND Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Dawley C of E Primary Academy are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage and are accessing quality first teaching and focussed intervention and support. We believe that all children learn best with the rest of their class.

Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher not always by a TA. When allocating additional teaching assistant support to children, our focus is on **outcomes, not hours**. We aim to provide additional support to enable the child to reach their challenging targets, but without developing a learned dependence upon an adult.

We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.

- **Wave 1:** – This type of support will happen in the classroom. Teachers or TAs will focus on a particular child or group of children in order to achieve specific targets
- **Wave 2:** – This type of support will happen in addition to lessons taught in class. This is support for children who need a little extra help to access the curriculum fully. These will be short term interventions.
- **Wave 3:** – This is additional support for those children who despite wave 2 intervention require further support or those children who have specific needs that require a greater level of support. This can be 1:1 support based on an individual programme developed for that child to achieve highly differentiated and focussed targets. These targets will sometimes be set with support from external agencies.

Following pupil progress tracking by class teachers and SENDCo, they will decide which interventions are necessary to support the pupil and these will be linked to the targets on their individual pupil passport. The Academy offers a range of interventions which teaching assistants and teachers are trained in. Some of these are brought in packages (produced nationally) whilst others are bespoke interventions which have been developed to meet particular needs. During the interventions, teaching assistants keep records of baseline assessments, observations and progress. The IPM targets are then reviewed half termly with parents and the pupil. The quality of support offered through our intervention programmes is monitored through SLT learning walks/observations and the SENDCo also observes individual intervention groups over the year.

We strive to ensure that activities and Academy trips are available to all our pupils and risk assessments are carried out and procedures are put in place to enable all children to participate.

What support is in place for improving social and emotional development?

We adopt a caring and understanding ethos and are an inclusive Academy. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. All of our vulnerable pupils are known to staff.

Staff are always available and willing to provide pastoral support for all children including those with SEND. As an Academy, we do not tolerate bullying and any concerns regarding behavioural issues including bullying are recorded and acted upon. We have a Learning Mentor, a pastoral support assistant to support pupil emotional health and well-being.

All children are encouraged to participate fully in the life of the Academy.

Staff are situated on the entrance doors every morning to greet and welcome pupils thereby ensuring a smooth transition between home and the Academy each day.

What training do staff have in relation to the needs of pupils/students at Dawley C of E Primary Academy?

The SENDCo attends termly Local Authority briefings to keep up to date with any legislative changes in SEND and the SEND conference yearly.

All teaching and support staff access training through the Local Authority and those provided by outside agencies.

During academic year 2021-2022 Staff have completed professional development in the following areas:

Autism Level 1 Training – all teachers and teaching assistants

Attachment - teachers, teaching assistants and some lunchtime supervisors.

Promoting Positive Behaviour – All teachers and teaching assistants

SNIP spelling programme – teaching assistants

Future in Mind – bereavement, emotional needs, sleep deprivation- Inclusion mentor

Cool Kids –I teaching assistants

During the next year academic year all teaching staff and teaching assistants will access further training about Autism, Emotion regulation and supporting those who display challenging behaviour. There will also be further development of Teaching Assistants in Phonics and Makaton.

How will equipment and facilities be provided to support pupils/students at Dawley C of E Primary Academy?

The Academy SENDCo is responsible for ordering any additional resources which children with SEND may require. The Academy follows the advice of outside agencies such as Speech & Language, Educational Psychologists, Learning Support Advisory Teacher and Occupational Therapy to ensure that children's needs are supported appropriately.

Resources commonly used within the Academy include:

- Writing slopes, pencil grips, wobble/wedge cushions, Fiddle toys/velcro
- Tinted over lays, alphabet strips, practical maths equipment, voice recorders, Personalised Maths/English ICT programmes

For those with more complex needs then specialist equipment will be provided, such as standing frames, braille machines etc.

Facilities

We pride ourselves on being an Academy which actively seeks to be fully accessible. Our Academy building is wheel chair accessible for pupils and parents.

A disabled toilet is located in the centre of the Academy building.

The majority of our outdoor areas are accessible in the main.

All classes are fitted with window blinds and carpets to improve access for children with sensory needs.

What are the arrangements for consulting parents of children/young people at Dawley C of E Primary Academy and involving them in the education of their child?

Home School communication is regarded highly at Dawley C of E. Parents are able to speak to staff at 8.40 and 8.50am when they are collected from the playground and at the end of the school day. Parents of pupils with SEND are invited to meetings twice a term to set and review targets. Further appointments can be made with the class teacher, Learning Mentor, pastoral support assistant or SENDCo when required by contacting the Academy. There are regular parent events throughout the year which parents are invited to.

What are the arrangements for consulting young people at Dawley C of E Primary Academy about, and involving them in their education?

At Dawley C of E Primary Academy we want our children to make a positive contribution to our school and local community so seeking their views is important to us.

We view communication and social skills as vital to future success.

We have a well-established and enthusiastic Academy Fellowship Council who are voted into their roles by their peers. The Academy Fellowship Council meet regularly and have a huge part in events, initiatives and changes taking place at the Academy.

SEND pupils are able to share their views on their Individual Pupil Passport outcomes termly. The assessment and annual review process of EHC Plans includes the choices and views of pupils.

During the Academic year 2022-2023 there will be a focus on pupil mental health and well-being.

Pupil Voice

All pupils are actively involved in making decisions as learners and making choices about the contexts for their learning experiences. In addition to this, all pupils are involved in whole Academy decision making through the use of the token vote system. Throughout the year there are regular opportunities for pupils to have their say about school life. Subject co-ordinators use pupil voice questionnaires to assess the impact in their subject areas and a yearly safety and behaviour questionnaire is completed by all pupils.

What are the arrangements made by the Local Academy Committee (Governors) for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Dawley C of E Primary Academy?

The Local Academy Committee is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the Principal, SENDCo and Link Governor (Ffion Carr) at Local Academy Meetings.

If parents are unsure of the support their child is receiving, in the first instance they should discuss this with the class teacher. If the issue is not resolved it may be necessary to speak to the SENDCo (Vice-Principal) or the Principal or as a last resort the Local Authority.

The process for all complaints is made available on the Academy website.

How does the Local Academy Committee involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Dawley C of E Primary Academy and in supporting their families?

We have a wide range of staff working together within the Academy to support the children, young people and their families. Some are employed directly by the School; others have different lines of management as can be seen below.

Classroom staff are employed directly by the Academy. This includes teachers, HLTAs, teaching assistants and lunchtime supervisors. Administrative staff are also Academy employees.

Other professionals work for a range of agencies who have office bases elsewhere and work in the Academy school on particular days or as necessary e.g. counsellors, Independent consultants for Autism and Dyslexia.

School Nurses, Speech and Language Therapists, Occupational Therapists and BeeU team are employees of Shropshire Community Health Trust. All these professionals work within the Academy training staff, advising staff, working with children and young people.

The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They provide staff training and advice on individual children's needs. Educational Psychologists and Learning Support Advisory Teachers are employed by the Local Authority and work with individuals or groups, offering assessments, advice and support.

What are the Academy's arrangements for supporting pupils/students in transferring between phases of education?

Induction is important to us and we invest time in welcoming new children and their families to our Academy.

All transitions are well planned for through-out Academy as children and students move from class to class and phase to phase. Information will be passed on to the new class teacher and Individual Pupil Passports will be shared with the new teacher, pupil and family.

If children are new to our Academy join from another setting, parents will be invited to look around the Academy and meet staff. An additional transition morning will be completed by the pupil, upon arrival to the Academy to familiarise themselves with daily life and routines. The Academy will contact any early years settings, or other schools the child has attended to gather information about their needs. Contact will also be made with any specialist services as necessary.

Pupils moving to new settings are supported by making opportunities available to them to attend the new setting. Where appropriate, a transition plan will be developed in partnership with parents, the child and staff to ensure the child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information to be shared with the child to help them settle quickly. When a child moves school, the SENDCo will ensure all relevant information is passed on and will contact the SENDCo of the new school to discuss the child's needs.

In a similar way staff work closely with local secondary schools to develop transition programmes to support children and their families as they move on to KS3. Our SENDCo will meet with the SENDCo/Transition staff from the Secondary School to ensure accurate information is shared and additional transition days will be arranged for some pupils to help ensure a smooth transition to secondary school.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website and there is a direct link to Telford and Wrekin's Local SEND Offer (www.telford.gov.uk) from the SEND page of our website. We have a paper copy of Telford and Wrekin's Local SEND offer in the Academy for parents to access.

If you have any queries or requests for policies or information relating to this report please contact the SENDCo on 01952 386280.

SENDCo: Mrs Kerri Houlston

Learning Mentor: Mrs Julie Beechey

Pastoral Support Assistant: Mrs Barbara Watton

July 2022

To be reviewed July 2023