



S.E.N.D. INFORMATION REPORT AND LOCAL OFFER **2022-23**

My name is Mrs Ann Harrison and I am the SENDco and Manager of the Designated Provisions at Dallam Primary school. I work as part of the S.E.N.D. team.



Mrs Harrison - SENDco



Mrs Wigley - SEND Teacher



Mrs Muschamp - HLTA Support SENDco



Mrs Woodhouse S+L TA

We can be contacted via the school office on 01925 633927

Our S.E.N.D. Governor is Mrs Donna Kendal

Dallam Primary School has a duty to inform our parents about the provision we make in our school for Children with additional needs and the progress that they make. It forms part of the Warrington Local Offer for learners with Special Educational Needs and Disabilities (S.E.N.D.)

Our Aim

At Dallam, our aim is to enable all children to make the best possible progress either in our mainstream setting or within our Designated Provisions. We recognise that children have a variety of strengths and abilities and also that some of our children have additional needs which may cause them to experience difficulties with their learning. We do this in the first instance by providing good quality teaching in class for all children, but recognise that some children will need strategies, support or equipment that is over and above the usual differentiated activities and support that is offered in class.

We believe that every child should have the opportunity to participate to the best of their ability in the everyday life of the school. All children in our school are valued and respected and we will respond to their individual needs with sensitivity.

We are committed to the inclusion of all children and we meet our responsibility by following the statutory requirements in the Special Educational Needs and Disabilities Code of Practice 0 -25 (July 2014)

Our SEND Policy is reviewed annually and can be viewed on our website or is available from the school office.

What are special educational Needs and disabilities?

The term S.E.N.D. has a legal definition. Children who have S.E.N.D. all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra help or different help from that given to most children.

Special education needs and provision fall under four broad areas.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical.

How many pupils receive have S.E.N.D support at Dallam school? (updated summer term 23)

This year 82 children have been identified as needing S.E.N.D support. This is 29 %of our mainstream school population.

32 children (11%) have Education Health Care Plans (E.H.C.P.)

Mainstream 7 Children (2%) D.P.-25 children (9%)
3 mainstream children are currently undergoing assessment.

During the last year

- 5 children were referred to the Educational Psychologist for assessment.
- 4 school age children were referred to the Child development centre on the Neurodevelopmental Pathway

- 26 children were referred to the E.Y.F.S. SEND Team
- There continues to be a high proportion of children receiving support at E.Y.F.S. and KS1 mainly due to early speech and language intervention and referrals. These interventions are usually timed and are short term and we expect the numbers of children receiving SEND support to reduce at KS2. These children are supported by a specialist speech and language T.A.
- There are groups of children within Year 3 and Year 5 classes who have high levels of need within the S.E.M.H. category and has caused us to implement nurture group strategies and deploy additional staff to support them.
- At KS2 children's main barrier to learning is cognition and learning. These children are supported by an SEN teacher employed by school. She completes assessments, works with the children directly, inputs to personal plans and provides dyslexia friendly strategies to support in class. She is currently working towards the Dyslexia Quality Mark.
- Due to the impact of Covid -19 and the subsequent lock down, there has been an increase in children experiencing anxiety and difficulties with their mental health. in recognition of this school have a mental health and wellbeing team who employ a variety of strategies and interventions to support children across school.
- There has been 1 fixed term exclusion this year for a child with S.E.N.D.

Do the pupils with S.E.N.D. make progress?

Overall, all pupils with SEN, including those children in the Designated Provisions, make good progress given their starting points and their capabilities. This is monitored carefully through target setting meetings where the children's starting points and their rates of progress are considered before setting individual targets which will challenge them.

Children are given personalised targets for reading, writing and maths and for personal and social development. These are reviewed termly and progress against these is reported to parents.

The progress of these children is evidenced through tracking, B-Squared assessments, their SALT targets and their individual learning files.

The progress of SEN children has resulted from:

- High quality teaching
- Rigorous cycle of monitoring
- An emphasis in raising attainment in basic skills.
- The setting and reviewing of personal targets Settings.
- Ongoing review of behaviour plans, strategies and approaches
- High expectations
- Development of SEN team approach
- Effective deployment of support staff
- Targeted and timed interventions
- Effective target setting and personal targets
- Appropriate use of interventions such as Language Link, Read, Write Inc.
- Partnerships with parents and outside agencies
- Early Help support for families

What do I do if I think my child has special educational needs?

- Initially speak to the class teacher
- If further advice is needed speak to the SENDCO or to the Head Teacher
- Appointments can be made via the school office.

How does the school know if my child has SEND?

- We use ongoing assessments and tracking of children's progress.
- Teachers may raise concerns if limited progress is being made or if there is a change in pupil's behaviour or progress.
- Concerns are raised by parents/carers, teachers or the child.
- Some of our concerns may be around behaviour, self-esteem or communication skills which may be affecting progress and the ability to access learning, so we have systems in place to assess and support emotional needs, behavioural needs and speech and language needs.
- If a child is new to our school the school will work with parents and the child's previous school and use information received to inform any assessment and address any additional needs.
- If your child already has an Educational, Health Care Plan (EHCP) school will ensure appropriate support systems are implemented in line with the recommendations.

How will staff support my child?

- All teachers have a responsibility for teaching children with SE.N.D.
- Work will be adapted and scaffolded to meet the needs of the child.
- Individual targets may be given.
- All classrooms have a teacher and teaching assistant. Within the teaching assistant's role, there is time allocated for children with SE.N.D.
- Additional support may be given from a SEN Teacher or TA working on specific interventions. .
- Staff will work with parents to keep them informed and discuss any activities which can be completed at home.
- Occasionally a child requires assessments or support from an outside agency e.g. Educational Psychologist. This will be discussed with parents and a referral form will be completed followed by an assessment. This will provide further evidence or advice needed to support the child.
- In the Designated Provision classes there are smaller class sizes and a higher ratio of the staff to provide higher levels of support and personalisation where needed.

How will the school's staff and resources be used to support my child?

All funding devolved to school for S.E.N.D. is used to fund:

- Suitably qualified adult support
- Quality resources
- Assessment tools such as the Dyslexia Screening and Language Link
- Nurture Group Provision

- Designated provision
- Family Support/ Safeguarding worker who works closely with the SENCO to support our most vulnerable children.
- Professional advice e.g. Educational Psychologist.
- Specialised equipment if needed.

Additional funds secured through E.H.C.P. /Statementing process are used to provide adult support and/or further additional resources to support learning.

How does the school support children with specific learning difficulties?

Specific learning difficulties include dyslexia, dyscalculia, dysgraphia and dyspraxia. These are difficulties in the way that information is learned and processed and can have a significant impact on literacy skills. They do not affect overall intelligence.

At Dallam we work hard to identify children with specific learning difficulties. Staff experience regular training in dyslexia and dyscalculia and can recognize possible indicators. We have a specialist dyslexia tutor on the staff who oversees dyslexia provision in the school and runs dyslexia friendly teaching programmes for the children whom we think might have dyslexia.

A school cannot diagnose dyslexia, but we can carry out assessments to identify a child's strengths and weaknesses and to see if any of these weaknesses may indicate dyslexia. All classes teach in a dyslexia friendly way but if your child has been identified as having some indicators of dyslexia, they may receive further support in some of the following ways:

- Dyslexia screening assessment and diagnostic reading assessment to identify areas of strength and difficulty
- Multi-sensory learning sessions with SEN teacher
- Additional support from a TA to learn spellings in a multisensory way
- Adapted weekly spellings
- Access to Nessy online spelling and reading programme
- Additional supports in class as appropriate

Which external agencies have been consulted to support children with S.E.N.D.?

- Educational Psychologist
- Learning Support Team
- Visual Impairment Services
- Hearing Impairment Services
- Occupational Therapist
- Speech and Language Therapists
- Family Support Workers
- Child Support Workers
- Play therapist
- School Health Advisers
- Consultant Paediatrician
- C.A.M.H.S.
- Mental Health support Team

How are staff trained to support children with S.E.N.D.?

There are a range of training opportunities for staff both within school and through outside agencies these include:

- In - house coaching and mentoring
- Speech and Language Programme – Targeted Teaching Assistants work with Speech and Language therapists
- Advanced Solutions training
- Mental Health and Wellbeing training
- Language Link Support – SENCO and Reception teacher and TAs
- Nurture Group Qualifications
- Most staff Team Teach trained
- Ongoing SENCO training with other local schools
- Allocated staff meeting time.

How will my child be included in activities outside the classroom?

- Dallam Primary School is an inclusive School and received the Committed to Inclusion Award in 2022
- It is our aim to include children in all activities and we work closely with parents and carers to ensure that children can take part in all trips, activities outside the classroom and afterschool clubs.
- Risk assessments may need to be completed for individual children to ensure that the correct provision is in place. This may include extra staff or parents being asked to support.

How will my child be supported when they start school or transfer to another school?

If a child transfers to Dallam Primary school there is close liaison between their previous school and ourselves. We ensure that:

- Meetings to share information and individual are planned with parents before the child visits the provision.
- SEN information is requested from previous school and if possible a visit is arranged to see the child in their familiar setting.
- There are planned transition visits for children transferring into our provision.
- Where necessary strategies are used to support the transition for example, Social stories, Photographs of key people and places within school, transition books.
- Class teachers organise transition meetings with feeder schools to discuss children's needs and any additional support required.

Designated Provision classes transition arrangements.

- KS2 designated provision class have developed links with the KS3 designated provisions at St Gregory's, Bridgewater High and Green Lane Special School transitions to high school.
- Links have been developed with nursery settings to ensure smooth transition for children about to start our development centre.
- Transition meetings are held where possible with parents, teachers and staff from other schools to establish what will need to be in place to support the child.

Who should I contact if I need more information?

- Your first point of contact would be your child's teacher to share your concerns.
- You can also arrange an appointment with our SENDco Mrs Ann Harrison or with our Head Teacher -Mrs Downey.
- Family Liaison- Mrs Rachael Wilson -
- Welfare and well-being co-ordinator. Mrs Susan Wood –
- Our SEN Policy is included on our website for your information.

Local authority information

To find out about local services and activities available for children and young people with Special Educational Needs or Disabilities (SEND) please click the below link or call 01925 442659,

<http://www.mylifewarrington.co.uk>

Warrington [SEND](#), Information, Advice and Support Service (SENDIAS) is an organisation that helps parents, carers and young people with special educational needs in early education settings, schools and colleges. They can explain:

- How the education system works
- What early education providers, schools and colleges can do to help your child/young person.
- What local authorities and other services can do to help your child/young person.
- Your rights and your child/young person's rights.

They work in partnership with parents, schools, colleges, local authority and other service providers.

Contact:

<http://www.warringtonsendiass.co.uk/>

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