

# Dallam Primary School – Special Educational Needs Information Report

NURTURE · INSPIRE · ACHIEVE

<p><b>Kinds of Special Educational Needs that are provided for at Dallam Primary School.</b></p>	<p>At Dallam Primary School we provide support for pupils across the four areas of need, as stated in the 0-25 SEND Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health difficulties</li> <li>• Sensory and/or Physical needs</li> </ul> <p>Where dedicated provision for an individual child is required, an EHCP (Educational Health Care Plan) will be provided. This follows a formal assessment by the Local Authority and outside agencies, to assess the child's needs and specific criteria are written to create the plan.</p> <p>Children identified in school as having SEND and have outside agencies supporting provision, are placed on the SEND register. This is reviewed termly.</p> <p>School Support is for children with identified needs, who are catered for by school provisions.</p>
<p><b>Information about the school's policies for identification and assessment of pupils with SEND.</b></p>	<p>Pupils are identified as having SEN and their needs assessed through:</p> <ul style="list-style-type: none"> <li>• Information passed on from Nursery/ classes/previous schools</li> <li>• KS1 results, baseline testing and progress data</li> <li>• Concerns raised by teaching staff</li> <li>• Feedback from teaching staff and observations</li> <li>• Interventions not showing impact</li> <li>• Referrals or concerns from parents</li> <li>• Reports from external agencies or professionals such as paediatrician, speech and language therapist, health visitor, educational psychologist, EYFS SEND support worker</li> <li>• School's formative and summative assessment data</li> </ul>

<p><b>Evaluating the effectiveness of the provision made for pupils with SEND</b></p>	<p>Pupils' learning and progress is tracked continuously through varied assessment for learning strategies. There are also two formal assessment points within the year when progress is also analysed. Adaptations to provision is planned in year group pupil progress meetings, which are held with the Headteacher and SEND teacher meetings with the SENDCO. Where interventions are necessary, individual or group intervention plans are written and delivered by teachers and TAs. A graduated approach cycle of assess, plan, do and review occur at least termly, examining the effectiveness and impact of provision.</p> <p>Progress and evaluations are reported to the Governing body and the SEND Governor.</p> <p>The SEN Information Report is posted on our school website.</p>
<p><b>Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review.</b></p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Graduated approach (Assess-Plan-Do-Review)</li> <li>• Tracking of assessment data for pupil progress</li> <li>• Individual Intervention plan reviews at least termly</li> <li>• ECHP reviews, at least annually</li> <li>• Observations of pupils</li> <li>• Analysing the impact of interventions</li> <li>• Parent's evenings</li> <li>• School reports</li> <li>• Open door policy</li> <li>• SENDCO and teaching staff meetings</li> <li>• Children working below Key Stage One standards will be assessed against the Pre-Key Stage standards or using the Engagement Model</li> <li>• Use of Connecting Steps system to monitor small step progress</li> </ul>
<p><b>The school's approach to teaching pupils with SEND</b></p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• Quality first teaching, with appropriate adaptation and challenge in place for groups and individuals</li> <li>• Following a graduated approach (assess, plan, do and review)</li> <li>• Effective provision management including the deployment of Teaching Assistants (TAs)</li> <li>• Using a person-centred approach</li> <li>• Appropriate use of classroom-based interventions</li> </ul>


	<ul style="list-style-type: none"> <li>• Use of the sensory room and resources as needed</li> <li>• Availability of quality resources and budget for these resources</li> <li>• Working closely with parents and carers, including regular meetings and updates</li> <li>• Teaching Assistant support</li> <li>• Individual or Group Intervention Plans</li> <li>• Health Care Plans may be written for children with physical disabilities</li> <li>• Referrals to outside agencies and following advice given</li> <li>• Personalised provision through adapted resources and interventions.</li> <li>• Application for top-up funding either via EYSENDIF or an Education, Health and Care Plan.</li> <li>• School has four Designated Provision classes for children with an ASD diagnosis and appropriate EHC plans. These classes have a reduced number of pupils and experienced SEND teaching staff.</li> </ul>
<p><b>How adaptations are made to the curriculum and the learning environment of pupils with SEND</b></p>	<p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> <li>• Groupings that target specific levels of progress</li> <li>• Adapted resources, activities and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Additional adult support</li> <li>• Displays and working walls that enhance learning</li> <li>• Dyslexia friendly classrooms: tinted backgrounds, rainbow writing, prompts, key word cards, touch typing programmes</li> <li>• Visual timetables</li> <li>• Now and next boards</li> <li>• Sensory room to support a sensory diet</li> <li>• Sensory circuits</li> <li>• Individualised targets</li> <li>• Use of workstations/ concentration stations</li> <li>• Positions within the classroom</li> <li>• Use of specialist resources such as fiddle toys, writing slopes, enlarged print, coloured over-lays, sensory equipment, gym balls, gym bands, hearing loops</li> <li>• Quiet areas in the classroom</li> <li>• Use of Makaton to assist children with hearing impairments and delayed language</li> <li>• Access arrangements for tests</li> </ul>

<p><b>How school enables pupils with special educational needs to engages in the activities of the school; increasing the extent to which disabled pupils can participate in the curriculum</b></p>	<p>Dallam Primary School is an inclusive School and has received the Committed to Inclusion Award in 2024. Our Equality Policy and Plan is available on the website. Steps are taken to ensure that all children with SEND are included in our wide range of activities. These include:</p> <ul style="list-style-type: none"> <li>• Consideration of the most appropriate classroom in terms of space and access.</li> <li>• Use of specialist resources or equipment i.e. writing slopes, pencil grips, ICT software, enlarged print, overlays, kinetic sand, specialist chairs, handwriting programmes, physio equipment, sensory equipment, hearing loops</li> <li>• Referrals to Occupational therapy or Physiotherapy for advice and support</li> <li>• Adapting activities to be inclusive for all. For example, adapting sports day activities, altering the stage layout.</li> <li>• Additional adult support.</li> <li>• Pre-visits to establishments to enable full participation in school visits</li> <li>• Individual risk assessments</li> <li>• Alternate transport arrangement for visits</li> <li>• Working closely with outside agencies. For example, with Warrington's Sensory Support service to meet the needs of hearing and visually impaired children and with Occupational Therapists and Physiotherapists to complete an environmental assessment and advice when writing health care plans.</li> <li>• Access to disabled toilets.</li> <li>• Changing areas for children delayed in toilet training.</li> <li>• Disabled parking spaces.</li> <li>• Personal Emergency Evacuation Plans are written for children that need specific support to exit a building in an emergency.</li> <li>• Intimate care plans</li> <li>• Use of home-school books, Seesaw or Tapestry to liaise closely with parents daily, for example regarding food diaries, medication information, if the child had been distressed through the day etc.</li> <li>• All adoptions, modifications or use of equipment is considered on an individual basis and in consultation with parents/carers or outside agencies as appropriate</li> <li>• Children with SEND are welcome in the breakfast and link clubs school provide, and where necessary, support is put into place to support them there.</li> </ul>
<p><b>Support that is available for improving the social emotional</b></p>	<p>Pupils are well supported in their social, emotional and mental health by;</p> <ul style="list-style-type: none"> <li>• Targeted support for individual and groups of pupils</li> </ul>

<p><b>and mental health of pupils with special educational needs</b></p>	<ul style="list-style-type: none"> <li>• A positive behaviour policy</li> <li>• School anti-bullying and children's anti-bullying policy</li> <li>• ELSA (Emotional Literacy Support Assistant) sessions with trained staff focussing on target areas of support.</li> <li>• Roles of responsibility and pupil voice: School Council, Reading Buddies, TCAT Parliament, Play Leaders, Mini Police, Sports Crew</li> <li>• Social skills interventions such as Talkabout and Comic Strip conversations.</li> <li>• Attention and Listening groups</li> <li>• A whole-school recognition and restorative behaviour system</li> <li>• Jigsaw lessons through PSHE</li> <li>• My Happy Mind lessons through PSHE</li> <li>• Referrals to CYPMHS (Child and Young Persons Mental Health Services) or St. Joseph's House if appropriate</li> <li>• Liaise with Warrington MHST (Mental Health Support Team) who deliver parental programmes and child-based support, advice and resource</li> <li>• School Health Advisor</li> <li>• Educational Psychologist</li> <li>• EBSA (Emotional Behavioural School Avoidance) training for staff</li> <li>• A pastoral team that provides 'Talk time'</li> <li>• Well-being clubs</li> <li>• Pupil voice</li> </ul>
<p><b>Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</b></p>	<ul style="list-style-type: none"> <li>• Audit of staff expertise in SEND undertaken annually</li> <li>• SENDCo has the National Award for Special Educational Needs Co-ordination (NASENCO)</li> <li>• Effective use of adult support for Literacy and Mathematics and Pastoral needs</li> <li>• Individual training around ELSA, EBSA, ADHD, ASD, Code of Practice, specific learning difficulties, bereavement, pastoral, team teach</li> <li>• Allocated staff meeting time for further training</li> </ul> <p>Specialist expertise engaged from external services – ASD /ADHD /S&amp;L/ Team Teach/ EP support, EAL support CAMHS etc.</p> <p>Regular TA meetings ensure the training needs of teaching assistants are met.</p>
<p><b>Information about how equipment and facilities to support children and young</b></p>	<p>Dallam Primary School funds the first £6,000 of a child's provision.</p>

<p><b>people with special educational needs will be secured.</b></p>	<p>All funding devolved to school for S.E.N.D. is used to fund:</p> <ul style="list-style-type: none"> <li>• Suitably qualified adult support</li> <li>• Quality resources</li> <li>• Assessment tools such as the Dyslexia Screening and Language Link</li> <li>• Family Liaison / Safeguarding worker who works closely with the SENCO to support our most vulnerable children.</li> <li>• Professional advice e.g. Educational Psychologist.</li> <li>• Specialised equipment if needed.</li> </ul> <p>Further funding is only available for those pupils with high levels of needs, where an EHCP is in place. This may provide additional funding to support school to implement the provision identified in the plan.</p> <p>Where information or equipment are required, support through external services will be sought.</p>
<p><b>The arrangements for consulting parents of children with special educational needs about and involving such parents in, the education of their child.</b></p>	<p>Dallam Primary School is committed to working in close partnership with parents, with the first point of contact being the class teacher. Parents are invited to attend twice yearly parents' evenings to discuss the progress of their child. Where a child is identified with a SEND need, there are more regular updates with the class teacher, through phone calls and face to face meetings. Any concerns about a child will be discussed with parents at the earliest opportunity so that we can work together to best support the child and parents will be involved at every stage of their child's progress. Parents are encouraged to be involved with target setting for Intervention Plans, Personal Plans and Health Care Plans. Some home activities may be provided. Parents and pupils are invited to share the paperwork and to review progress. For children with more complex needs, risk assessments may be completed. Parents of children with EHCPs will also be invited to an annual or bi-annual review, along with relevant support service personnel connected to the child, and the pupil themselves if appropriate. Parental questionnaires provide feedback to the school about provision. These are used to inform and enhance the work we do in school.</p>
<p><b>The arrangements for consulting young people with special educational needs about and involving them in their education.</b></p>	<p>Pupils are regularly given the opportunity to express their views via pupil interviews, paperwork reviews and discussions with teachers and TAs. Pupil views are recorded on paperwork, such as annual reviews for EHCPs.</p>

<p><b>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</b></p>	<p>Dallam Primary School's Complaints policy is available on request and can also be viewed or downloaded from the school website.</p>
<p><b>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</b></p>	<ul style="list-style-type: none"> <li>• Governing body oversees the work of the SENDCo</li> <li>• SENDCo reports to governing body and meets regularly with SEND governor to discuss the involvement of other bodies and professionals including: EP; Health Advisor; S&amp;L; ASD; ADHD services</li> <li>• Counselling and mental health services are sought</li> <li>• Family support meetings can be arranged to help families and sign post them to relevant services</li> </ul>
<p><b>The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</b></p>	<p>If a child transfers to Dallam Primary school, there is close liaison between their previous school and ourselves. We ensure that:</p> <ul style="list-style-type: none"> <li>• Meetings to share information are planned with parents before the child visits the school.</li> <li>• SEND information is requested from previous school and if possible, a visit is arranged to see the child in their familiar setting.</li> <li>• There are planned transition visits as appropriate.</li> <li>• Class teachers organise transition meetings with feeder schools to discuss children's needs and any additional support required.</li> <li>• Where necessary strategies are used to support the transition for example, social stories, photographs of key people and places within school, transition books.</li> </ul> <p>Reception starters</p> <ul style="list-style-type: none"> <li>• Nursery or home visits are undertaken by the Reception teacher in the summer term prior to a child entering Reception class. The teacher will be accompanied by the SENCO, as appropriate. In September, Reception classroom is adapted to enable the children to settle into the class environment and routine in smaller groups and for adults to identify and adjust for any emerging needs of children with SEND.</li> </ul> <p>Transition to high school is carefully planned, especially for those children with SEND</p>

	<ul style="list-style-type: none"> <li>• EHCP review meetings in Year 5 and Year 6 discuss and plan for high school placements</li> <li>• SENDCo from the high schools involved in transition discussions with Dallam's teachers and SENDCo</li> <li>• High school staff meet key children and organise additional visits to high school</li> <li>• Records sent to the next school with details and provision of SEND</li> </ul>
<b>The Name and contact details of SEND Co-ordinator</b>  <b>Name and contact details of SEND Governor</b>	<p>Miss Isabel Kendal is the mainstream SENDCo for Dallam Primary School. Email <a href="mailto:i.kendal@dallamprimary.tcat.uk.com">i.kendal@dallamprimary.tcat.uk.com</a></p> <p>Mrs Margaret Emsley is the Governor with responsibility for SEND. Please contact via the school office. Tel 01925 633927</p>
<b>Information on where the local authority's local offer is published.</b>	<p>Full details can be found at:  <a href="http://www.warrington.gov.uk">Local offer - SEND   warrington.gov.uk</a></p> 
<b>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</b>	<p>Further support and information is available from Warrington SEND (formerly Warrington Parent Partnership) who provide advice and support for parents and carers of children and young people with special needs from 0 to 25 living in Warrington. The service works alongside Warrington Borough Council but operates impartially.</p> <p>Warrington SEND IASS  Website: <a href="http://www.warringtonsendiass.co.uk">http://www.warringtonsendiass.co.uk</a>  01925 442978  Further information regarding support is on our school website.</p> 