

Davyhulme Primary School

Special Educational Needs and Disability SEN Information Report

September 2018– 2019



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

At Davyhulme Primary School, we provide for children of varying needs. This is done through a number of methods depending on the children's needs.

Needs are identified and tested by the school in different ways. The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Emotional, social and behavioural development.
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).



2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Needs are identified and tested by the school in different ways.

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.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All staff at Davyhulme Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Disability - Davyhulme Primary School also caters for those having medical and physical needs too.

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs

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of a child may also affect the child's potential to learn. Our school has developed a Behavioural and Discipline Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

Davyhulme Primary School 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, in accordance with the LEA Admissions Policy.

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Davyhulme Primary are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

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

- Evidence obtained by teacher observation/ assessment/ using Trafford's Graduated Approach document
- Their performance judged against National Curriculum level descriptions.
- Pupil progress in relation to objectives in English and Mathematics.
- Standardised screening or assessment tools
- Screening /diagnostic tests, with advice from the LA
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results / NFER Assessments

If you, as a parent, have concerns regarding your child's progress or in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the class teacher along with the school Special Educational Needs Co-ordinator. (SENCO). An action plan will then be put into place to further assess or monitor such concerns.

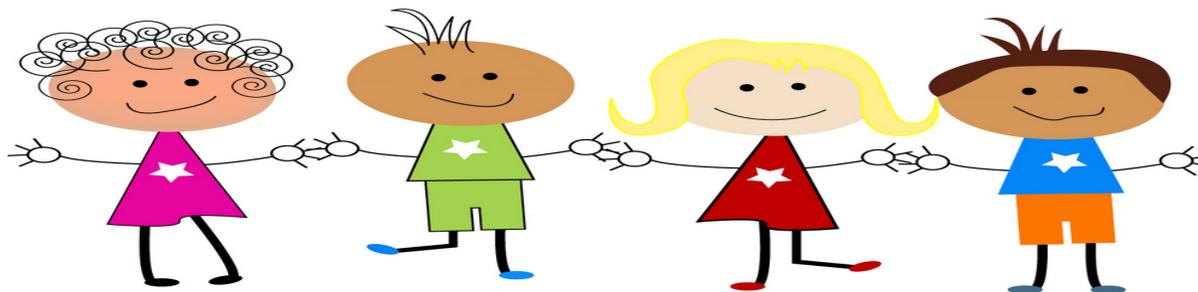
3. How will both you and I know how my child/young person is doing?

Davyhulme Primary School believes that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SENAS. This will include differentiation in class, TA support and small group support where possible. When a child takes part within small group sessions or intervention groups, their progress will be monitored half-termly, to measure the impact which this is having upon the child's learning. This will be shared with the parent during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate.

All members of staff follow the Graduated Approach (ASSESS - PLAN - DO - REVIEW) and further training was delivered to the whole staff by the SENCO during the Autumn Term 2015. This is a document that is frequently referred to within Staff Training sessions and during consultations between staff and the school SENCO.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment - applying for an EHC Plan. Parents will be fully consulted at each stage. Each of these intervention programmes are detailed in appropriate sections of our policy. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs.



4. How will the curriculum be matched to my child/young person's needs?

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. Obviously it is dependent upon the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation and quality first teaching, discreet group support (both in and outside of classes) and through use of Class Teacher support, Teaching Assistant support and personalised support where applicable. The curriculum will be adapted, where is required, as will the learning environment. It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at Davyhulme Primary School.

5. How will school staff support my child/young person?

As previously stated, Davyhulme Primary understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Differentiation can be applied through many forms, depending on the specific needs of pupils. The Class Teacher, along with class/Year group Teaching Assistant as well as any support staff, are responsible for overseeing and planning the child's education programme and this will be monitored frequently. Teaching assistants and support staff can work with children in discreet, small group settings during lesson time, offer personalised support where appropriate and sometimes can provide intervention groups outside of the classroom. Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEN. The governor is aware of the school's SEN policies and procedures and they are updated where appropriate. (Although the governor won't directly support children, they, along with the Head Teacher, will oversee that suitable procedures are in place.)

During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained and acted on.

6. How is the decision made about what type and how much support my child/young person will receive?

Davyhulme Primary School believes that decisions surrounding the type and amount of support received are most successful when a holistic approach is adopted. Factors such as existing diagnosis, results from assessments, National Curriculum levels achieved and any other fundamental influences will be considered by all those working with the child. For instance, the Class Teacher, Teaching Assistant, the school SENCO, the school nurse and the Head Teacher. Outside agencies may also be involved, especially when further assessment is required, for example school's Educational Psychologist, Andrew Byrne and Speech and Language Therapist, Penny Moran. Parents will be involved at all stages of the decision process - whether it be concerning in house support from school or greater support as suggested by Trafford, the local authority. Support is monitored regularly, as previously discussed, and any concerns can be raised with those appropriate staff involved.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Children will be included in activities outside the classroom including physical activities and school trips where possible. Arrangements will be made to cater for the physical and medical needs in relation to transport, access to medication and support provided during residential trips. Davyhulme Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.

8. What support will there be for my child/young person's overall wellbeing?

Our school has a designated pastoral / parent support worker, Mrs Sanderson. Mrs Sanderson is one of our school's full-time Higher Level Teaching Assistants (HLTAs) and is able to offer support to both parents and children regarding their social and emotional well-being. Teachers can suggest that a child spends some informal time chatting and sharing feelings with our pastoral worker. This allows the child some time to focus holistically on their wellbeing, as well as considering their academic achievements. Davyhulme Primary School's pastoral worker is able to work with parents to offer advice concerning parenting and give professional guidance surrounding local services available around the community, when needed.

Davyhulme Primary School also has a named member of staff responsible for managing medicines. Action plans have been produced for medicines such as inhalers and epi-pens to ensure they are used safely use around school. In some circumstances, a child may need a designated person to administer procedures, such as the emptying and fitting of a colostomy bag. This will be considered through the child's medical needs and funding given. First Aid Training took place for support staff, including admin and dinner time staff, as well as the Head Teacher at the beginning of September 2016. This including training surrounding the use of the defibrillator, which is situated in the Medical Room.

Class teachers follow Davyhulme Primary School's Behaviour Policy and obviously such strategies will be amended as and where needed to cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that behaviour management is a crucial factor surrounding the ongoing progress and positive well-being of all children, including those with special educational needs, The school works with the Education Welfare Officer to monitor and respond to issues with attendance and again those on the SEN register will be included within this process.



9. What specialist services and expertise are available at or accessed by the school?

Davyhulme Primary School is able to access a number of specialist services through Trafford Council, upon demand. For example - Speech and Language Therapist and an Educational Psychologist. At our school, we also have a designated Pastoral worker. The role of our pastoral worker is to work alongside children and families who may be experiencing parenting difficulties, ongoing educational or social issues or temporarily experiencing family troubles, such as bereavement. Our school SENCO has achieved the NASENCO qualification at Masters level. This is a specialist qualification required for the role. The SENCO currently works as Class Teacher for part of the working week and as the school SENCO for the other part.

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10. What training have the staff supporting children/young people with SEND had?

In recent years, all teaching and support staff have had in-house training in Dyslexia awareness and Autism awareness. Whilst this is general training, the courses provide many practical suggestions of how to cater for such needs within the classroom and how to identify such characteristics. These training sessions shall be revisited through staff meetings throughout this academic year (2016-2017) and Julia Brown, Trafford's SENAS Advisor, specialising in English, has been invited to deliver further training to staff. During this academic year, 2018 - 2019, both teaching staff and teaching assistants will be working with the school's Speech and Language Therapist, Penny Moran, to develop their knowledge and awareness of the various aspects of communication and interaction. One in-house training session is due to take place on Tuesday 2nd October 2018 and Tuesday 13th November. Suggested interventions and strategies to implement in the classroom to support various Speech and Language needs will be offered during these training sessions.

A number of named staff are first aid trained, as well as a defibrillator trained. (See Box 8.)

The school SENCO, has attended numerous training sessions within and outside of Trafford regarding the recent changes within special educational needs and the impact this will have upon our school. As a result of such training, the school SENCO has been able to feedback to staff and therefore changes have been made across the school to accommodate for these adjustments in legislation.

All staff have received up to date training regarding the changes in SEN over the past four years as an INSET day in September 2013, hosted by Chris Pickup and Tricia Murphy - who are experts nationally in the field of Education and SEN.

Training and CPD is highly regarded at Davyhulme Primary School and this is seen as an ongoing process.

Precision Teaching Training took place on Thursday 1st September 2016 for all Teachers and Teaching Assistants across the school, by Andrew Byrne, the school's Educational Psychologist. This is a teaching method which is regularly recommended for those children on the SEN Register, who are making little progress, despite various interventions. Staff will be trialling this and the Educational Psychologist will revisit the school to discuss any experiences of precision teaching, along with any queries or issues. This has proved a great success throughout the academic year 2016 - 2017.

11. How accessible is the school environment?

The school is accessible for those with wheelchairs or those with physical walking aids, as most of the grounds are on one level. Toilet facilities are easily available to those who require larger amenities. As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat disabled children in the same way as every other child. Education and generating understanding surrounding needs and difference is important for young people and such learning is offered through PSHE and Values lessons across the school.

12. How are parents and young people themselves involved in the school?

Home-school communication is regarded highly at our school. Every child is given a planner at the beginning of each academic year. This is to be brought into school every day and is used as the key point of contact between children, parents and staff. This planner is checked each week by the class teacher and notes can be written in here when necessary. Appointments can be made with the class teacher/head teacher when required and the school SENCO is able to meet with parents too, when needed. There are two Parents' Evenings throughout the year, which allows teachers and parents to discuss progress and any issues. If a child has a Statement or EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss thoughts and ideas.

'My Progress Targets' are targets given to the majority of children on the SEN register. These are manageable targets as set by the class teacher and teaching assistants, in partnership. As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is seen as valuable to involve children, as well as parents, in their own learning as much as possible.

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13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Referrals can be made where it is felt necessary to a variety of different agencies and specialists. Again, the parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. If a specialist requires a meeting with a parent, Davyhulme Primary usually hosts this meeting, with the class teacher and/or school SENCO present as appropriate.

14. Who can I contact for further information?

If you have concerns regarding your child, the first point of contact should be the class teacher.

If you have any concerns surrounding SEN, the class teacher may refer you (sometimes along with themselves) to the school SENCO - Miss S Burns. Contact can be made by phoning the school office or by written communication through the child's planner.

If you feel these issues need to be discussed with the Deputy Head, Miss K Brookes or the Head Teacher, Mr P McDowell, then again an appointment can be arranged by contacting the school office.

Trafford council also provide other services that may be of use to you, for instance, Parent Partnership Service, SENAS team and Educational Psychologist. A list of these can be found through the Trafford Services directory website.

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Preparation will be made accordingly by Davyhulme Primary School upon entry to the school. Transition meetings are arranged for between Key Stages / secondary school; with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents. Any issues will be discussed and support will be amended where appropriate, through the Local Authority. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis