

Dormers Wells Junior School
Special Educational Needs and Disability (SEND)
Information Report 2018-2019

Welcome to our SEND information report, that is part of the Ealing Local Offer for learners with special education needs.

At Dormers Wells Junior School we value all members of our school community. Our local offer has been produced and can be found on our school website. We welcome your comments on our offer, so please do contact us.

The best people to contact are:

Head teacher: Mrs. Taylor

Deputy Head teacher: Mrs. Simpson

Assistant Head teacher:SEND Co-ordinator: Ms Dear

Education

Our school is committed to work to ensure the best outcomes for all our young people, including those with SEND. We want the children in our school to be independent, to enjoy learning, to make progress and be active members of our community.

In order to do this, we work through a cycle of meetings and activities that include parents, children and any professionals working with them.

Work like this ensures that:

- Children's needs are identified accurately and updated if their needs change. These needs are identified in collaborations with all stakeholders.
- The outcomes are decided so everyone works together to ensure your child continues to make progress and are being prepared to be active members of the community.
- Good quality support is put in place so that all children make good progress whatever their needs.
- All provision is quality controlled, so it is the best that it can be.
- Children's progress and support is reviewed regularly to make sure that the outcomes and provision are helping the child.
- After every review new outcomes and support will be put in place as needed.

Who can I talk to about my child's needs?

- Class teacher
- Assistant Head teacher SEND Co-ordinator

How are children's needs identified?

All children are different, so at Dormers Wells Junior School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

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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 and ensure that they settle into our school happily and make good progress in their learning. Different ways are:

- Parent information meetings
- Questionnaires to parents and children
- Work with previous schools or educational settings
- 'Getting to know your new school' or class visits before children start properly.
- One page profiles that include goals and provision to meet children's needs.
- Home visits or interviews at school.

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

By children:

- Talking to children
- Circle time
- Worry boxes – boxes where children can place notes with their concerns.
- Feed back in books – children can write notes in their books about their learning for the teacher to see when they mark.

By parents:

- By informally talking to the class teacher – open door policy
- Parents/Guardians consultation evenings.

By staff members:

- Reporting concerns to the Assistant Head teacher SEND co-ordinator.
- Completing a 'Record of Concern' and collating evidence to support their concern.
- All children's progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collated for each child, usually half termly, in order to ensure that all pupils are making good progress and will achieve their targets.
- Provision Maps that outline provision and outcomes for all children with SEND updated regularly.

Our approach to teaching learners with SEND

At Dormers Wells Junior School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the new Code of Practice (Jan 2015).
- We have successful communication between teachers, children with SEND, parents of SEND children, year group leaders, teachers, support staff and outside agencies.

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- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through several approaches the children are encouraged to take an increasingly active role in their review process.
- We work to develop successful practice and provision for all children.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to 'Assess, Plan, Do and Review' for the next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Identify the Special Needs of pupils

At different times in their school life, a child may have a special educational need. The Code of Practice (2014) defines SEND as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:

- has a significant greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post - 16 institutions'

Where children's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, the child may have SEND. Information will be gathered including obtaining the views of parents, the child's teachers and assessments.

There can be many reasons for learners to fall behind their peers, which include absences difficulties speaking English, worries that distract the child from their learning or attending a number of schools. These children may be vulnerable but not have SEND issues. Only those that have a learning difficulty that requires special educational provision will be identified as having SEND. However, we do recognize that certain children will have SEND issues and will be a vulnerable learner also.

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In 2018-2019, our SEND profile shows that we have **16%** of children identified as having SEND.

This percentage is made up of the following groups:

- **16%** for Cognition and Learning (reading, writing, mathematics etc.)
- **43%** for Communication and Interaction (speech and language difficulties and problems with social

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interaction)

- **31%** for Social, Emotional and Mental Health (including ADHD, ADD, Attachment disorder, eating disorder, anxiety and depression)
- **10%** for Sensory and/or Physical (including disabilities such as those affecting mobility, sight and/or hearing)

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or wellbeing, then please speak to either your child's teacher or Ms Dear (Assistant Head teacher SEND co-ordinator) to discuss your concerns.

Support for children with Special Educational Needs

If a child is identified as having SEND, we will provide support that is **'additional to'** or **'different from'** the differentiated approaches and learning arrangements used as high quality, personalized teaching in the classroom. This will support the child to overcome the barrier to their learning.

When providing support that is **'additional to'** or **'different from'** we engage in a four stage process:

Assess, Plan, Do and Review

- **Assess** – this involves taking into consideration all the information from discussions with parents/guardians, the child, 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 Monitoring Plan and will form the basis for termly review meetings with staff, as well as part of Parent/Teacher consultations.
- **Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved including the child, their parents/guardians, teacher and Assistant Head teacher SEND co-ordinator should contribute to this review. This stage then informs the next cycle. Meetings with teachers, higher level teaching assistants (HLTAs) and teaching assistants (TAs) to discuss progress of learners are held regularly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

This additional support or intervention will meet the needs of the children and will target the area of difficulty. This support may be provided in class or in another area of the school, as part of a small group with children with of similar needs or on a 1:1 basis. These interventions will be led by a higher level teaching assistant (HLTA) or a teaching assistant (TA). This support will have an impact in class and will be closely monitored and shared with the child and parent/guardian regularly. For some children, their needs may require access to technology e.g. modified IT equipment.

While the majority of SEND children's needs will be met in this way, some children may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision accordance with an EHC Plan

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Children with an Educational Health and Care (EHC) Plan or Statement (Statement of Special Educational Needs)

In addition to the above we also hold an Annual Review meeting. We work with the parents/guardians and children to invite all the people needed in order to review the progress made against the outcomes in the EHC Plan or Statement. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff members work with children so that they can contribute to their Annual Review by giving their opinions and raising any concerns that they may have. This can be in any format that suits the individual child. This will include any information that the child wishes to share with the adult's involved and important information about their happiness and aims in life. Children are invited to attend the whole or part of the Annual Review meeting if they wish. 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.

Assessing the impact of interventions

The interventions used will be those that are proven to make a difference for most children. A baseline assessment will take place at the beginning of an intervention, which will provide a reference point for measuring progress against. As well as this it will help to create an outcome or target for the support.

Regular reviews will take place to ensure that the intervention is having the intended effect. If progress is less than expected, consideration will be given to adapting the support.

The termly reviews will involve children and their parents/guardians, as well as class teachers. If difficulties continue despite high quality interventions and appropriate support and advice, other professionals may be requested to offer further assistance, with the parent's/guardian's consent. This may involve: Speech and Language Therapy, Occupational Therapy, Educational Psychologist etc.

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 children 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 day as and when needed.
- Have an 'open door' policy so that parents/guardians can make appointments to see the class teachers and/or Assistant Head teacher (Acting)/SEND co-ordinator when they are concerned and would like a longer discussion.
- Include the progress a child with SEND has made towards their desired outcomes in parent/teacher consultations and in their annual report.
- For any child with an EHC Plan and for some children with more complex SEND issues, the school will work with parents/guardians and children to draw up a 'one page profile' that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents/guardians with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.

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- Hold an Annual Review for any child with an EHC Plan.

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 through:

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

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 SEND support plans, and/or EHC Plans.
- liaise with the SEND co-ordinator/year group leader of the new school to clarify any information necessary.
- If required include ways to support a child to have a smoother transition through their EHC Plan e.g. organize extra visits to the school or work with the child to prepare them for the transition into high school.
- Invite a representatives (the high school's SEND co-ordinator and Year 7 leader) to the last Annual Review of a child with an EHC Plan and a transition plan can be set up as part of the meeting.

How do we help children when they move between classes?

When moving classes in school:

- information will be passed on to the new class teacher and all staff concerned during transition meetings.
- children visit their new class and meet their new class teacher
- any other resources e.g. transition book that a child might find helpful to ensure a smooth transition.

How are adaptations made to the school to help children with SEND?

- 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. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- specific resources and strategies will be used to support your child individually and in groups. These interventions include:
 - 1stclass@number2
 - success@arithmetic
 - 1stclass@writing
 - Reading Inference
 - Catch Up Reading
 - Social Skills

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I am worried about my child and I think s/he needs help, what should I do?

It is normal to worry about your child and the best way forward is to contact the school to discuss your concerns. Make an appointment with the class teacher, Assistant Head Teacher (Acting)/SEND co-ordinator or Head Teacher.

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.

J. Dear

Assistant Head Teacher SEND co-ordinator

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