**Dovecotes Primary School SEND Information Report – 2019 - 2020**

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| 1. The kinds of special educational needs for which provision is made at the school.
 | * Dovecotes School is a mainstream inclusive school.
* The SEND department provides support for pupils across the four areas of need as laid out in the SEND Code of practice 2014. These are:-

Communication and Interaction.Cognition and Learning.Social, Emotional and Mental Health Issues.Physical Needs or Sensory Needs.Provisions are made for pupils with SEND in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, autism, cerebral palsy, diabetes, epilepsy, dyslexia and dyspraxia. Under the Equal Opportunities Act 2010, Dovecotes strive to ensure the school curriculum is accessible to all.  |
| 1. Information about the school’s policies for the identification and assessment of pupils with SEND.
 | * All children are assessed when they join our school, so that we can build upon their prior learning and equip our learners to succeed.

Evidence used is:* Information from previous school, SATS results, Baseline assessments, RAISEonline data, teacher assessment, In-House Tasks, interventions, screening data and cohort trackers.
* Pupils whose language is not English will have a first language assessment and work in a small support group to establish basic understanding and use of the English language.
* If assessments show that a child may require support to access the school curriculum or have a learning difficulty, parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation.
* Children have individual targets on Early Years and School SEN Support and SEN Support Plus plans.
* Joint planning and assessments are formulated between class teacher, teaching assistant and learning mentors. Senior Management and SENCO also oversee planning and assessments to ensure a whole school approach.
* Targets are reviewed regularly.

The SENCO’s role is:-* The day to day operation of the SEND Policy.
* Liaising with and advising all staff who work with children who are deemed to have special (additional) needs.
* Co-ordinating provision for children with SEND including those with an EHC Plan.
* Co-ordinating Annual Reviews for children who have an EHC Plan.
* Overseeing the records of all children with SEND.
* Liaising with parents of children with SEND.
* Contributing to the in-service training of staff.
* Liaising with outside agencies e.g. Educational Psychology Service, Outreach and support agencies, health and social services.
* Providing the SEN Annual Report to the Governing Body.
* Liaising with and advising fellow teachers.
* Liaising with the Head Teacher on the deployment of the SEND budget.
* Acquisition and maintenance of SEND resources across Early Years, Key Stages 1 and 2.
* Attending regular SEND meetings with the Head Teacher and Local Authority.
* Discussions with all staff involved to evaluate targets and advise on next steps.
* Managing and advising Teaching Assistants.
* Liaising with new schools to ensure smooth transitions.
* Liaising with previous schools to ensure all information is passed.

**Links with External Agencies/Professionals**Dovecotes school is able to liaise and make contact with the following external agencies for extra support as and when required:-* Specialist Teacher
* Senior Educational Psychologist
* Educational Psychologist – EP
* Special Needs Early Years’ Service – SNEYS
* Speech and Language Therapy – SALT
* Family Support Workers in the nearby ‘Dove Strengthening Families Hub’.
* English as an Additional Language support – EAL.
* Occupational Therapy and Physiotherapy.
* Community and school nurses.
* The Gem Centre.
* The Switch Project – a behaviour support service for schools in the attached Dovecotes Arts Centre.
* Outreach Services
* Hearing and Visual Impairment support
* School Nurse
* Play Therapist

Formal meetings are arranged with the SEND Governor each term to ensure the running of the SEND department is efficient, making an impact on learners and up to date with policy and procedures. |
| 1. Information about the school’s policies for making provision for pupils with SEND whether or not pupils have EHC Plans :-
2. How the school evaluates the effectiveness of its provision for such pupils.
3. The school’s arrangements for assessing and reviewing the progress of pupils with SEND.
4. The school’s approach to teaching pupils with SEND.
5. How the school adapts the curriculum and learning environment for pupils with SEND.
6. Additional support for learning that is available to pupils with SEND.
7. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum.
8. Support that is available for improving the emotional, social and mental health of pupils with SEND.
 | 1. Every half term the Pupil Focus Intervention Groups are updated according to the progress the children have made.
2. Arrangements include:

Data tracking to ensure pupil progress.Observations.Early Years and School SEN Support and SEN Support Plus plans.Parents / carers meetings  Joint planning and assessments between Class Teacher and Teaching Assistant and Learning Mentors Regular review of targets.1. Provision for pupils with SEND includes:

High quality first teaching through differentiated planning.Teaching Assistants work in the classroom to give support.Teaching Assistants work with small groups and 1:1 to give support.Resources adapted so they are easily accessible to and for all children.Specialist equipment.Multi –sensory approach.Sensory roomWorking alongside external agencies and seeking support through Outreach Support.1. Accessibility for all pupils.

Additional adult support if required during SATs.Differentiated resources and learning styles.**Access to a Supportive Environment**Use of appropriate visual timetables.Access to laptops.Key text enlarged where necessary.Pre- teaching of strategies and vocabulary.Specialist equipment to access the curriculum.I pads for some children with SEND.Smart boards in each class.Fidget toysWorkstation slopesWobble CushionsAllocated Sensory BreaksAccess to a quiet areaSensory Room**Strategies to Support Literacy**Small group support in class through Guided Reading/Writing.1:1 literacy support each day for a small number of children.Spelling groups.Personalised SMART (Specific, Measurable, Achievable, Realistic Time scaled) targetsICT interventionsStructured Multisensory Interventions/Activities**Strategies to Support Numeracy**Small group support in class through guided teaching.Maths interventions.Personalised SMART targets.1:1 tuition for a small number of children.Numicon Intervention Teaching1. Teaching Assistants work with individuals to give personalised support.

Resources provided to support personalised learning and interventions.**Strategies to Support Speech and Language.**Interventions from Speech and Language Therapy Services.Implementation and delivery of Speech and Language programmes by trained teaching assistants in school where applicable.Makaton used where necessary.Symbols to aid comprehension.Makaton and Makaton SymbolsA number of staff are ELKAN trained. **Strategies to Support Occupational Therapy / Physiotherapy Needs**Interventions from Occupational Therapist / Physiotherapist.Delivery of planned Occupational Therapy / Physiotherapy programmes.Support from Outreach ServicesLoan of sensory resources from Outreach ServicesTargets implemented into class P.E. session where possible.Sensory Breaks1. Pupils with SEND enjoy the same facilities offered to all children.

The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEND are made as required. A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. Trips out or visitors in are organised termly and link with the year group topic. It is hoped all pupils will attend and additional support is organised if needed. Pupils with SEND have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.1. Pupils and parents are supported by:-

A Safeguarding policyA SEND policyA PSHE policyAn Equal Opportunities PolicyAn Anti-Bullying policyA Learning Mentor who provides programmes of enhanced motivation, self-esteem, educational achievement and nurture groups.Sunshine room in schoolSmall groups for confidence buildingSchool CouncilPupil Voice‘Open door’ policy for parentsIndividual support for each childIndividual / small group art therapy / animal therapyReferral to appropriate agenciesLunchtime clubs / sports clubs / after school clubsTermly review meetingsLinks with the Strengthening Families Workers in the nearby ‘Dove Strengthening Families Hub’.Use of school’s behaviour policy and PSHE policyTime outAnger management groupsQuiet/calming down areasSensory RoomLiaison with attached ‘Switch’ Project teamAccess to a ‘Play Therapist’.**Strategies to Develop Independent Learning**Quality First Class TeachingIndividualised targetsEasy access to resourcesScaffolding/differentiationAdditional SEND resources in class which allow the children to focus on their learning.Choice of ‘Challenges’ to complete.Encouragement to move their learning forward.Shared ownership of learning through ‘Secrets of Success’Peer Support**Mentoring Activities**Use of learning partnersYear 6 play leadersCircle GroupsSupport from External Agencies**Medical Interventions**Staff trained in First AidImplementation of Health Care PlansAn Intimate Care PolicyA number of staff have attended specialist healthcare training - e.g. diabetes, epilepsy.Access to the community and school nurse.At Dovecotes we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child’s well-being. We have a caring, understanding pastoral team looking after our children with robust safeguarding procedures.  |
| 1. The name and contact details of the SEND Co-ordinator.
 | * Mrs Debbie Turtle

Telephone Number – 01902 558284 |
| 1. Information about the expertise and training of staff in relation to children and young people with SEND and how the specialist expertise will be secured.
 | * SENCO keeps updated on a regular basis through appropriate training.

SENCO has the National Award in SEND and is a qualified Specialist Teacher for Specific Learning Difficulties.* All new members of staff receive in-house training with regards to SEND Policy and procedures.
* Staff are trained in:-

Cool Kids ELKLAN training under 5’s (Speech and Language)ELKAN training over 5’s (Speech and Language Precision TeachingBehaviour ManagementSensory Breaks* Specialist external agencies to support children in school include:-

Educational Psychologist, Outreach Services, Occupational Therapist, Physiotherapist, Special Needs Early Years’ Service, Speech and Language Therapists, Education Welfare Officer (also see section 2)* We liaise with the Strengthening Family Workers in the nearby ‘Dove Strengthening Families Hub’.
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| 1. Information about how equipment and facilities to support children and young people with SEND will be secured.
 | * Liaison with the above agencies and parents to appropriate equipment required for individual pupil’s needs.
* School has a disabled toilet and a disabled parking bay.
* For children with complex SEND, the frequency of such provision may result in the school applying for more funding.
* Work in partnership with Wolverhampton Outreach Services
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| 1. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.
 | * Our parents of children with special needs are treated as partners and as such we enable and empower them to:-
* Play an active and valued role in their child’s education.
* Have difficulties identified early with appropriate intervention to tackle them.
* Have a real say in how their child is educated.
* Have knowledge of what they can expect for their child as of right.
* Have access to information advice and support during assessment and decision making.
* Liaise with the school and a wide variety of professionals.
* Link with specialist family support workers.
* Access support groups and outreach services

School will:-* Inform parents of initial concerns.
* Discuss subsequent SMART targets, reviews and any concerns with parents at least termly.
* Inform parents at the outset of the Wolverhampton Information, Advice and Support Service and the range of support it can offer them if they wish to take advantage of it.
* Provide an ‘Open Door’ policy.

Every effort is made to contact parents of children who we feel need to be monitored or give SEN Support to:-* By letter
* Parents evening
* Parental interview
* Telephone
* Home visit
* A copy of the SEN Support Plan is available to all parents and at request posted to the parent.
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| 1. The arrangements for consulting young people with SEND about, and involving them in, their education.
 | * At an age deemed suitable for each individual child, they are involved in setting their targets and participate in their Annual Review by the completion of a questionnaire and one page profile, as to how they think they have progressed.
* Attendance at the Annual Review is also seen as important for the child, but is dependent on their individual age, willingness and ability to attend.
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| 1. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.
 | * Initially a complaint will be directed to the class teacher who will ask the nature of the complaint and if possible deal with it informally at this level. If this does not lead to a successful outcome an appointment can then be made with the Head Teacher and the SENCO to discuss the problem further. In the unlikely event of a solution still not being found, the SEND Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and also the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.
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| 1. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting their families.
 | * The Social Care Team is located within The Dove Strengthening Families Hub nearby. This team working so close to school means we have ease of contact with each other as and when the need arises.
* Parents are also signposted to the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.
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| 1. Contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.
 | * SENCO – Mrs Debbie Turtle – Tel 01902 558284
* Speech and Language Therapy – 01902 444363
* Physiotherapist – 01902 444396
* Occupational Therapy – 01902 444272
* Special Needs Early Years’ Service – 01902 558406
* Gem Centre – 01902 446270
* Dove Strengthening Families Hub – 01902 550087
* Educational Welfare Officer – 01902 558890
* Wolverhampton Information, Advice and Support Service – 01902 556945
* IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](file:///D%3A%5CDovecotes%5CDebbie%20T%20-%20New%20SENCO%5CSEN%20Information%20Report%20%28SIR%29%5Cwww.ipsea.org.uk)
* Information about the local authority’s SEN Information Report can be found on Wolverhampton City Council’s Website – SEN at:- [http://wolverhampton.gov.uk](http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0)
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| 1. The school’s arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living.
 | * Staff hold a transition meeting to handover each child’s levels and discuss any other relevant information.
* Teachers from new classes visit children in his/her present class to introduce him/herself.
* Children to visit new class with a familiar member of staff e.g. class TA for various planned activities e.g. playtime, dinnertime, assembly, Literacy, Numeracy, Irresistible Learning to give a taster of what is to be expected in new Key Stage.
* Buddy system – new child has an older child they can be/talk with at break time and/or dinnertime.
* Staff mentor / Learning Mentor.
* Systems in place as to who/how to ask for help.
* SENCO meeting with parents and child to inform them of the transition.
* Parents and child attend informal meeting with new teacher/TA and ask any relevant questions.
* Up to date information required of the needs of individual children.
* Copy of class timetable/visual timetable if needed.
* Daily checklist for resources needed for different lessons.
* Organisation of transition between classes – Literacy/Numeracy Groups.
* User friendly diary for organising/explaining homework.
* Support on first day from staff.
* Consistent approach between all lessons and all staff.
* ‘Space/Quiet Area’ to chill out/relax/calm down if needed.
* Visual/verbal reminders of new expectations/changes/ breaks/dinnertimes.
* Visual/verbal reminders of where resources are kept, the cloakroom, the toilets, Key Stage hall.
* ‘It’s All About Me’ or ‘One Page Profile’– completed by child with in school and at home ready to take to new class.
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| 1. Information on where the local authority’s local offer is published.
 | * Information about the local authority’s SEND Information Report can be found on Wolverhampton City Council’s Website – SEND at:-

[http://wolverhampton.gov.uk](http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0)* The SEND Information Report provides the information our own school can offer to our families who have children with special educational needs. More information about our SEN policies and procedures can be found on our school website at:-

[www.dovecotesprimaryschool@wolverhampton.gov.uk](http://www.dovecotesprimaryschool@wolverhampton.gov.uk) |

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