

DAWPOOL

Dawpool C.E. (Aided) Primary School

SEND Information Report



*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control'*

(Galatians 5: 22-23).

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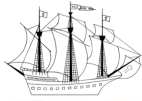


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Special Education Needs (SEN) Information

At Dawpool we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs. This school provides a broad and balanced curriculum for all children. The curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals and groups of children and thus enable them to participate effectively in curriculum and assessment activities. Some children may need additional or different help from that given to other children of the same age. Children may have specific educational needs throughout or at any time during their school career. In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Dawpool staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

Management of SEN within school

- The Special Education Needs Coordinator (SENCo) is Mrs McNee.
- In our school, the role of the SENCo is to:
- manage the day-to-day operation of the SEN policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents and carers;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the head and governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.

All our staff have a responsibility for pupils with SEN. All of our teachers are experienced at teaching children with special needs. Staff are aware of their responsibilities towards pupils with SEN and a positive and sensitive attitude is shown

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towards those pupils. Teaching Assistants also play a major role in the support of pupils with SEN.

If you have any concerns regarding SEN matters then please feel free to make an appointment to chat with the SENCo.

What is the School Offer?

'School Information Regulations' require schools to provide information on Special Educational Needs and Disability (SEND). On the Wirral this will be called "Schools Offer" and through this each school will identify all information related to special educational needs and disabilities in their school.

Fourteen questions have been devised in consultation with the Parent Family Forum and other agencies which reflect their concerns and interests. These will be answered by schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are Dawpool C of E Primary School's responses to these questions.

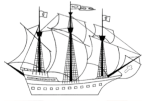
1. How does Dawpool know if children need extra help and what should I do if I think my child may have special educational needs?

All children are assessed as they progress through the school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Children may be considered to have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

We accept the principle that pupil's needs should be identified and met as early as possible. The SENCo works closely with staff using whole school tracking data as an early identification indicator.



The class teacher and the SENCo also assess and monitor the children's progress in line with existing school practices. This is an ongoing process. We also use a number of additional indicators of special educational needs:

- The analysis of data
- The completion of Assessment of Need forms
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder pre-schools on transfer to F2
- Information from previous schools
- Information and assessment from other services

Intervention can be triggered through concern supplemented by evidence that, despite receiving differentiated teaching

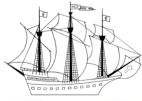
- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, make little progress despite the provision of specialist equipment
- Experience communication and/ or interaction problems and make little or no progress despite experiencing a differentiated curriculum

The class teacher would inform the parents or carers at the earliest opportunity to alert them of any concerns and enlist their active help and participation. If a parent has a concern about their child having additional needs, the class teacher is the first point of contact. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. Parents will be closely informed of the actions and results. Following this the class teacher may liaise with the SENCo for further advice and guidance.

How will Dawpool staff support my child?

If our assessments show that a child has difficulty with their learning, we use a range of strategies that make use of all available classroom and school resources. This can

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include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENCo and is designed and implemented by the team of teachers, supported by our teaching assistants.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control). The most important point for success is that additional provision depends on the needs of the child.

Each class has a favourable staff pupil ratio. The class teacher plans for all the pupils in his/her class, differentiates accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups, or sometimes individually by both the class teacher and the teaching assistants.

Pupil progress meetings are held twice a year, at parents' evenings, to discuss the progress of all pupils with the class teacher. The shared discussions will highlight what further support or intervention may be needed to increase progress and narrow the gap between the child and his/her peers in order to meet end of year targets. Extra progress meetings can be held, by appointment, to closely monitor progress where there is particular need.

Formal reviews are held once a year if a child has a statement or Individual Pupil Funding (IPF), to discuss progress, their current areas of special needs and any additional needs which have been identified. The additional needs are met through intervention groups and are recorded on class provision maps. Examples of intervention groups are; Social stories, fine motor skills, co-ordination, memory, speech and language programmes. Targets and strategies are planned for the intervention groups by relevant Dawpool staff members.

If your child needs expert support from an outside agency such as Occupational Therapy or a speech therapist, a referral will be made, with your consent.

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The Governors at Dawpool are responsible for the overseeing of all procedures in school and are regularly in school.

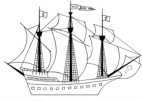
2. How will the curriculum be matched to my child's needs?

All children have an entitlement to a broad and balanced curriculum and Dawpool pupils benefit from a range of teaching and learning styles; a carefully differentiated curriculum with clear learning objectives; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements which is used to inform the next stage of learning; access to ICT; and a broad range of extra-curricular activities (including residential Year 6). This enables the pupils to understand the relevance and purpose of the learning activities. It also allows them to experience levels of understanding and rates of progress that bring about feelings of success and achievement.

We believe it is important for children to develop relationships with a number of adults at Dawpool and ensure all staff understand a child's SEN. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught discretely and is embedded across the curriculum.

Children make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence through Guy Claxton's learning powers approach. The children are offered opportunities to use these skills across the whole school setting.

Teachers employ a small-steps approach, breaking down the existing levels of attainment into finely graded steps and targets to ensure children with any learning difficulties have the experience of success in their learning.



3. *How will I know how my child is doing and how will you help me to support my child's learning?*

The child's class teacher will have set targets that are currently being worked on and planned what additional provision is to be put in place for any child with additional needs. These targets will be negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings.

Parents Evenings are held twice yearly for teachers to discuss each child's progress. At the end of each year you will receive a written report outlining progress made over the year and targets for your child to aim for the following year.

4. *What support will there be for my child's overall well being?*

Your child's well-being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self esteem.

The school offers a wide variety of pastoral support for pupils who encountering emotional difficulties, including:

- Teachers and Teaching Assistants readily available to discuss issues and concerns The use of Person Centred Profiles
- Positive resolutions - giving 1:1 sessions to identified children with low self-esteem and emotional difficulties. (School funded)
- Use of SEAL programme and circle of friends.
- Social stories are written with our pupils with social communication difficulties and their parents, to support through transition and at any difficult times. These are shared with adult stakeholders within school to help them support the child's learning and behaviour in school.
- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the School Nurse – in consultation with parents/carers.
- All Teaching Assistants are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed



medical consent form is in place to ensure the safety of both child and staff member.

- Most staff are trained on how to use a defibrillator and school has one on the premises.
- All staff have annual updates in Epipen, Diabetes and inhaler training.

We pride ourselves on how we promote children's well being and emotional health at Dawpool.

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

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, emotional, behavioural and social needs of our children. The school accesses a range of specialist services independently or through the authority:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Physiotherapists
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support from specialist schools
- Specialist support from Portage/Autism Social Communication Team
- Social services – Wirral Gateway
- Social Care Family Support Worker
- Paediatricians
- Local Authority Statement Team
- Wired/Parent Partnership
- Wirral Autistic Society
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)



6. *What training are the staff supporting children and young people with SEND had or are having?*

Different members of staff have received training related to SEND including sessions on:

- Autism
- Social Communication Difficulties
- Speech and Language
- Dyslexia
- Dyscalculia
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- First Aid
- Behaviour management

7. *How will my child be included in activities outside the classroom including school trips?*

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our residential for year 6, are adapted for children's specific needs. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residentials, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our School Council).

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

8. *How accessible is the school environment?*

Dawpool is a single story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure.



9. *How are your resources allocated or matched to children's educational needs?*

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to manage and monitor the support.

Pupil premium

Pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and the children of service personal.

Why has it been introduced?

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils that need it most.

Who decides how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compare with their peers.



- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Parents can find details and information about Dawpool C of E Primary School's Pupil Premium on the school's website.

10. How is the decision made about how much support my child will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher, SENCo and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

11. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents evenings
- During discussions with other professionals
- Secondary and F2 New Parents transition meetings
- Annual reviews
- Learning links meetings
- Updates with an appointment as needed
- Regular questionnaires

12. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. Home School books can be used for communication or staff are always



available to talk outside of teaching hours by appointment which can be made for a mutually convenient time. Please telephone the school office on 648 3412. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.