



## Special Educational Needs (SEN) Information

### Aims of Dallington SEN Information Report

To be accessible by families in the form of questions a parent may wish to ask

To provide information on the school's SEND policy and contacts within the school for situations where the family have questions or concerns

To explain the school's commitment to East Sussex's Local Offer for children and young people with additional needs

To provide details of where East Sussex's Local Offer is published

To explain how we identify and respond to a child with an additional need and support him/her to feel safe and happy to learn and develop, to feel

included and a valued member of the school community

confident in school and the wider world

To have aspirations and to reach his/her desired destination

## Annual Review Cycle

October 2018 – October 2019

## 1. About this report

**This SEN information report explains how we meet our duties towards pupils with special educational needs and disabilities (SEND) and support them to feel safe and valued.**

The governing body must publish information on the school's website about the implementation of this policy for pupils with SEND. The information should be updated annually and any changes during the year should be included as soon as possible.

We follow statutory guidance which details the legal requirements we must follow without exception and by law unless there's a good reason not to.

*Special Educational Needs and Disability Regulations 2014, Part 3 of the Children and Families Act 2014 and the SEND code of practice 0 to 25 years (June 2014/updates May 2016) from Department of Education and Department of Health.*

This SEN information report is on our school website [www.dallington.e-sussex.sch.uk](http://www.dallington.e-sussex.sch.uk) and on the Local Authority website [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)

## 2. Who can I contact for further information about my child's special educational

**School office:** 01435 830335 or email [admin@dallington.esussex.sch.uk](mailto:admin@dallington.esussex.sch.uk).

**Class Teacher** in school hours: 01435 830335

**Inclusion Manager/ Special Educational Needs and Disabilities Coordinator (SENDCo):**  
Susan Conaway on school number Tuesday and Friday or via email  
[senco@broadoak.e-sussex.sch.uk](mailto:senco@broadoak.e-sussex.sch.uk)

**Head of School:** Paul Cox via email [pcox@dallington.e-sussex.sch.uk](mailto:pcox@dallington.e-sussex.sch.uk)

**Woodlands Federation Executive Head:** Inez Morse – 01435 862951/830335/830361

**Federation Chair of Governors:** Andrew Ratcliffe on the school number

**ISEND, planning and assessment team at East Sussex County Council:** 01273 335098

The Local Offer with information about education, health and care services is published by East Sussex County Council as part of the SEND reforms under the Children and Families Bill.

Contact [localoffer@eastsussex.gov.uk](mailto:localoffer@eastsussex.gov.uk) or look on ESCC web pages: [eastsussex.gov.uk/localoffer](http://eastsussex.gov.uk/localoffer)  
[czone.eastsussex.gov.uk/localoffer](http://czone.eastsussex.gov.uk/localoffer)

The East Sussex SEN and Disability Advice Service provided by Amaze SENDIASS: Special educational needs and disability, information, advice and support service for parents and carers of children and young people aged 0-25, and young people themselves [eastsussex@amazebrighton.org.uk](mailto:eastsussex@amazebrighton.org.uk)

### 3. How does Dallington identify special needs?

*What should I do if I think my child may have special educational needs?*

**If a pupil is not making expected progress from their starting point we will investigate further. Based on the evidence we gather, we will take action to identify the specific need and intervene with support as soon as possible.**

If there is gap between a child and most of the peer group despite differentiated quality first teaching, the SENDCo will advise teaching staff on adjustments to provision and support. This may include additional assessment. The support will be modified until the child begins to make expected or better progress. The SENDCo will seek the views of the child and take the individuals ideas on the support that would help most and make the greatest difference.

Our aim with all interventions is to escalate progress for a child and through regular monitoring we will continue to track the difference support is making to the progress and wellbeing of the child.

If you think your child may have special educational needs, please speak to the class teacher who will advise you. The SENDCo and head of school are also available to work with you if you have questions or concerns.

We have an *open door* policy and communication is key to our school ethos

The way we talk to, listen to and hear children, their views about school and how they learn best

The way we support individuals to reflect on their progress, strengths, areas for development

The way we talk to, listen to and hear parents and take account of their experiences and the aspirations they have for their child

Parents/carers are encouraged to be part of our cycle to help their child progress

*assess*

(where the child is)

*plan*

(outcome/target)

*do*

(provision and actions)

*review*

(evaluation and impact)

## **It is our responsibility to provide support based on the changing needs of the pupil and to do this we need to work in partnership with the family**

We will keep you informed of your child's learning needs and you will have the opportunity to be involved with planning the best way forward for your child.

We aim to identify and respond to the additional needs for a child as early as possible. We have experienced staff, knowledgeable about how to recognise barriers to learning and progress.

In addition to scheduled pupil progress and provision meetings, teaching staff work with the SENDCo to devise interventions for children who are not making expected progress.

We use a range of assessments to inform our knowledge and understanding of a child's abilities and needs; day to day observation and assessment and periodic assessments which summarise attainment and progress including:

- Early Learning Goals from the early years setting
- National curriculum descriptors for the end of each year
- Learning milestones – steps towards year group standards
- P-level descriptors – small step assessment
- Standardised screening and assessment tools such as the phonics screening
- Observations of behaviour, emotional and social development
- Information in an existing Education, Health and Care Plan
- Specialist service assessments, such as speech & language
- Identified additional need from a previous school or Local Authority(LA)

It is from a secure understanding of the need through assessment that we plan outcomes for your child. We then plan the most appropriate provision to achieve those outcomes and review progress before further assessment. And so the cycle continues.



The areas of special educational needs and/or disabilities fall within:

- **Communication and Interaction** - this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC)
- **Cognition and learning** - this includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**- this includes children with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical disability

#### 4. How will staff at Dallington support my child?

**The class teacher will take responsibility for the progress and development of all pupils in their class as part of *high quality teaching*, including differentiated work, the first step in responding to a pupil's needs.**

The class may have a teaching assistant who will be directed by the teacher to enhance learning.

If your child has needs that are additional to and different from peers, teaching staff will be supported by the SENDCo to develop more personalised provision, including learning broken down into smaller steps. Provision is evaluated to ensure it is making a significant difference to your child's progress.

We take a whole school approach, following the suggestions of the educationalist Shirley Clarke to boost learning powers and make learning relevant and progressive for each child. Fostering qualities and teaching skills to enable children to develop *determination, creativity, and curiosity, to work together and learn more about how to learn.*

Expectation:

1. Achievement for all children
2. All children access quality teaching in the classroom and are supported to have positive dialogue about their learning experiences with the class teacher

*Your child will experience teaching strategies and ways of learning that take account of his/her strengths and learning need.*

3. All children get feedback on their progress and will be involved in how they can improve

*Your child will receive supportive feedback from staff and be involved in how they can improve*

4. Effective tracking and reporting on identified needs to begin to address difficulties quickly
5. Evaluation of interventions and their success in increasing progress and raising achievement
6. Children are supported to reflect on their learning and to understand more about how they learn best
7. Pupil feedback is taken in to account when staff plan next steps in learning and provision to support progress

If your child needs more support we will consult with you about ways forward which could include:

- observation and assessment and evidence from which to plan actions identified as appropriate by the class teacher, parents or the SENDCo;
- tracking to identify precisely level and rate of progress more closely
- individual provision plan in consultation with parents and the child, describing desired outcomes and the provision to move towards them; reviewed 3 times with parent/carer
- additional needs plan with involvement from a specialist service such as educational psychology. Plans are working documents and reviewed with parents 3 times a year

For a child with highly complex needs a school can request assessment for an Education Health and Care plan (EHC Plan). This is a statutory document through the local authority.

Those with responsibility for supporting your child include:

- The class teacher
- The Inclusion Manger/SENDCo is responsible for keeping you and everyone in the team supporting your child, up to date with planning, progress and key information
- The Head of School, senior leaders and the Federation's Executive Headteacher meet regularly and discuss any child who needs additional support in order to make progress
- The Governors are responsible for ensuring that SEND funding is used appropriately and making a difference to progress and achievement and pupil wellbeing

## 5. How will the curriculum at Dallington be matched to my child's needs?

**The leadership team, Inclusion Manager/SENDCo, subject leaders and teachers all keep informed of advances and evidence based provision more likely to work for pupils who face additional challenges with their learning and development**

All children at Dallington will have access to a broad and balanced curriculum and we will make adaptations to the curriculum and the learning environment based on the needs of individuals and groups of children. We will make reasonable adjustments in consultation with parents.

T e a c h e r s r e s p o n d t o h o w a c h i l d i s l e a r n i n g

- Lessons are planned and adjusted as they unfold to enable all children to make progress
- Known as *differentiation* – learning made different to meet the needs of every child, teachers provide different teaching strategies and different learning tasks and resources appropriately
- Assessment and tracking enable the staff to evaluate learning and rate of progress for individual children and identify specific gaps to address and provision to modify
- Self-assessment is taught and children are supported to evaluate their learning and outcomes inform a curriculum well matched to individual need
- Children will learn in different way and this may include working with a learning partner, as part of a small supported group, one to one with the teacher or teaching assistant
- Specialist information to inform provision in school through for example, the NHS

## 6. How will I know how my child is doing?

*How will you help me to support my child's learning?*

**We have an open door policy and we want to work in partnership with parents/carers exchanging information, knowledge and understanding to support their child's progress**

We offer parents/carers:

- Consultation meetings with teaching staff and senior leaders
- Annual written reports and an opportunity to discuss their content
- Reviews of SEND plans 3 times annually
- Support with referrals and outside agencies

You can support your child's learning and progress through:

- Communicating and letting staff know about any significant changes for your child
- Joining us for curriculum sessions and information meetings
- Supporting your child with homework
- Supporting your child to be organised and independent and to become involved in school life
- Feeding back to school the impact of support on your child's wellbeing and progress
- Being part of review processes and meetings and having your say
- Working with staff to create and review plans focused on positive outcomes for your child

## 7. What support will there be at Dallington for my child's overall wellbeing?

**Our ethos is one of care and respect and we allow pupils to be themselves and support them to take responsibility in order to develop self-confidence and independence**

We support children to have growing self-awareness, to be able to regulate emotions and to feel included and a valued member of the school community

Your child's general wellbeing and self-esteem is essential to their interaction, learning and progress and we aim to take account of the life experiences of each child at our school

Children’s social and emotional wellbeing is supported through:

- Respect for the rights of the child
- A curriculum rich in personal, social and health education (PSHE)
- A behaviour and anti-bullying policy based on high expectations of positive behaviour
- Celebration of personal achievement, both academic and social
- Cascading information to those who need to know in order to best support your child
- East Sussex guidance on safeguarding procedures, attending regular training and updating safeguarding policies
- A robust medicines policy and well qualified first aiders
- Encouraging pupil responsibility and developing self-esteem through the school council and system of school buddies/play leaders supporting younger children
- A 'Watch File' on CPOMs to share information on a need to know basis amongst staff about the needs of individual children
- Support through nurture groups, social skills, self-esteem building and friendship groups
- Whole school approach to emotional wellbeing through specifically building the resilience and wellbeing of our more vulnerable learners
- Support from the school nurse service including specialist training and outside services as required such as counselling, COPES, the Education Support Behaviour Attendance Service (ESBAS) or the Child and Adolescent Mental Health Service (CAMHS), Single Point of Advice (SPoA)

Supporting children with medical conditions is a statutory duty and we follow a policy detailing responsibilities and expectations and ensure there are planned monitoring and review exercises

- We take all reasonable steps to prevent undue anxiety and minimise stress for children with medical conditions
- We have staff trained to administer medicines
- The school nurse provides advice to staff on any specific medical conditions
- The Inclusion Manger/SENDCo will oversee and coordinate provision and training required
- Staff will work with specialist agencies and health professionals to support children with chronic medical conditions

### 8. How are children involved in reviewing their progress and planning support?

**Pupils are supported to have a view on what they want to achieve and there are planned opportunities for them to review their progress and make judgments about provision and support**

	Who is involved?	How often?
<i>Self -assessment</i>	Child, class teacher, TA, INA	Daily
<i>Circle time</i>	Child, class teacher, TA, INA	Weekly
<i>School Council</i>	Child and Head of School	Every term
<i>Pupil Voice</i>	Child, class teacher, TA, INA, also SENDCo and subject leaders and SEND governor	At least once a year
<i>SEND support review meetings</i>	Child, class teacher, TA, INA,	3 x annually

### 9. What specialist services and expertise are available at Dallington?

**There are a range of services we can currently access within our federation to help us to support pupils to learn and develop and to be healthy and confident**

- Inclusion Special Educational Needs & Disability (ISEND)
- Education Psychology Service (EP Service)
- Sensory Needs Service
- School Nurse Service
- Child and Adolescent Mental Health Service (CAMHS)

- Single Point of Advice (SPoA)
- Early Years Teaching and Support Service (EYTSS)
- Children’s Integrated Services (CITS), including, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy
- Communication, Learning and Autism Support Service (CLASS)
- Children’s Outreach and Parents Extended Support (COPEs )
- Education Support, Behaviour & Attendance (ESBAS)
- English as an Additional Language Service (EALS)
- Virtual School - support for Looked After Children
- East Sussex Young Carers

**10. What training have the staff supporting children with SEND had, or are having?**

**To meet the learning and emotional needs of our pupils we review the skills staff have and prioritise areas in which further professional development or training may be relevant to educating and supporting pupils**

Teachers and teaching assistants benefit from observing and learning from other professionals at Dallington and across the Federation, but where there is particular need for a child, staff training is accessed as promptly as possible, including the involvement of outside agencies if required.

Currently we have teachers and teaching assistants with knowledge in:

- Speech and language
- Dyslexia
- M e n t a l h e a l t h a n d e m o t i o n a l w e l l b e i n g
- Autistic Spectrum Condition
- Mindfulness
- Social skills
- Sensory needs
- Motor skills and Sensory circuits
- Communicate in Print
- Social stories
- Precision teaching
- Attachment

**11. How will my child be included in learning experiences beyond the classroom?**

**Every effort is made to include all pupils in all activities outside the class room and we comply with all legislation in respect to accessibility and we make reasonable adjustment so every pupil can join in**

Learning outside and school trips

- The needs of all children will be taken into account when planning the destination of trips and transport. You will be consulted on your views about a trip and we will work with outside agencies if necessary, for example health.
- Risk assessments are completed by the school, including for residential trips and reasonable adjustments are made as required. This will be discussed with you and all medical advice will be taken into account.
- A suitable number of adults are available to accompany the children, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this is in the best interest of the child, but there is no obligation for a parent/carer to attend.

After school clubs are available to all children

- Vulnerable children are given priority and there will be reasonable adjustments to support access and participation.



## *12. How accessible is the environment at Dallington?*

**We are vigilant and ensure disabled pupils are treated fairly, that correct facilities are provided and reasonable adjustments made**

Dallington has an accessibility plan which can be viewed on the school's website. Individual accessibility plans are written when needed and the school can make reasonable adjustments to the school environment to ensure that it is accessible for all.

Currently:

- The school site is fully wheelchair accessible with wide corridors and doorways
- The prefabricated huts are all accessible by permanent ramps built to appropriate standards and are regularly maintained
  
- Disabled toilets with changing and shower facility suitable for wheelchair users
  
- Visual timetables are used in all classrooms.
  
- We use dyslexia friendly strategies in all the classrooms and make every effort to ensure that the learning environment is fully accessible and inclusive for all learners.
  
- We can assist and support families for whom English is an additional language. We can support when attending meetings and with completing forms. We can access the TEALS service to support children and families and we can subscribe to a translation service so that letters to be sent home are in other languages if necessary.

## *13. How will you support my child to join Dallington or transfer to a new school?*

**We pride ourselves on our transition work and our relationships with pre-schools, other primary schools and secondary schools our pupils transfer to and we make positive links to ensure a smooth transition for pupils joining/moving from us to another school mid-term**

For our youngest children, we liaise with the feeder pre-school throughout the year running up to transition and visit all pre-schools to see children in a familiar environment. We also offer:

- Taster sessions including Teddy Bear's Picnic, lunch and play
  
- Home/school meetings with the class teacher and SENDCo as required and share a transition book all about "our school" with the children
  
- Support for transition sessions with our Year 6 buddies who continue to support the reception children in their first year at Dallington
  
- Staggered entry to the Foundation Stage to help us to get to know the children individually and to help them gradually adjust and not feel too overwhelmed by the change

For secondary transition staff will support visits to any school a family chooses, We liaise with staff from any school a family chooses for their child and there is ongoing contact with Year 6 teacher during Year 7 to support transition.

- All Year 6 children are invited to attend taster days at Heathfield Community College (HCC), the school most children transfer to from Dallington
  
- Staff from HCC visit the Year 6 children at Dallington
  
- The Inclusion Manger/SENDCo from Dallington liaises with the Inclusion Manger/SENDCo from the secondary schools children transfer to
  
- Head of year meetings with class teachers to discuss the needs of all children joining

#### Children joining/leaving the school with additional needs

- The SENDCo will liaise with the school in order to support a child transferring
- We ensure we gather all the information we need from your child's previous school and pass on all the information the new school will need when your child is leaving us
- Staff from the new school are invited to attend any reviews we hold before your child transfers and. If possible, our staff will attend the final review for a child with identified needs transferring to Dallington from another school
- If your child has an Education Health Care Plan, the Inclusion Manger/SENDCo from the secondary school will be invited to the annual review prior to your child leaving Dallington
- We run extra transition sessions for vulnerable children either entering or leaving the school and design a transition programme to meet the needs of the individual child.

#### *14. How are resources allocated and matched to children's special educational needs?*

##### **The allocation of resources is driven by pupil learning and healthy development**

**Whilst taking account of research and evidence of positive impact, resources are targeted to meet the needs of all pupils, the needs of specific groups and the needs of individual pupils**

When matching provision and resources for children with special needs, we start from where the child is, make decisions with the family about where the child needs to be and allocate the resources to get the child there.

We follow the county matrix which describes the need and provision to support the level of need.

Our school budget is received from East Sussex County Council and includes a notional budget of £6,000 per child based on indicators of attainment and deprivation. This funding is not based on the number of pupils on the SEND register.

There is "top up" funding for children with a higher level of need following an assessment process through an Education Health and Care Plan. This funding is rarely allocated to a school.

This budget is managed by the executive headteacher, the senior leadership team and is overseen by the SEND Governor. The governing body is kept informed of funding decisions.

## 15. How are pupils with SEND doing at Dallington?

**To ensure we have sufficiently high expectations of all pupils we compare attainment of pupils with additional needs with other pupils and differences are described as *gaps***

Attainment is based on a standard expected for majority of pupils of the same age.

Achievement describes the movement from a starting point or baseline for the individual pupil.

2018 end of key stage 2 attainment data at expected standard (ExS)

Dallington Non SEND %		National Non SEND %		Dallington SEND Support %		National SEND Support %	
Reading	91.7	Reading	83.2	Reading	0	Reading	42.6
Writing	100	Writing	87.9	Writing	0	Writing	37.3
Maths	100	Maths	83.8	Maths	0	Maths	41.4
Combined	91.7	Combined	73.5	Combined	0	Combined	23.6

\*SEND data based on 2 pupils

2018 end of key stage 2 attainment data at expected standard (ExS)

Dallington Non SEND %		National Non SEND %		Dallington EHC Plan %		National EHC Plan %	
Reading	91.7	Reading	83.2	Reading	100	Reading	8.3
Writing	100	Writing	87.9	Writing	100	Writing	12.9
Maths	100	Maths	83.8	Maths	100	Maths	14.9
Combined	91.7	Combined	73.5	Combined	100	Combined	8.3

\*SEND data based on 1 pupil

2018 end of key stage 1 attainment data at expected standard (ExS)

Dallington Non SEND %		National Non SEND %		Dallington SEND Support %		National EHCP %	
Reading		Reading	83.7	Reading	0	Reading	12.8
Writing		Writing	78.6	Writing	0	Writing	9.1
Maths		Maths	84	Maths	0	Maths	13.3

\*SEND data based on 3 pupils

## 16. How is the decision made about type and how much support my child will receive?

**If we agree to offer a place to a child, we are confident we can meet the needs of that child**

We discuss your child's progress and evaluate the impact of support with you. If support is not working we will change it. What and how much support a child needs is based on assessment. Each child is assessed individually according to the SEN Code of Practice, with individual or group provision based on need and the type of learning. For more complex needs there may be input from a specialist service.

The Virtual School support us with any child who is in the care of the local authority and we follow the statutory requirements for planning and reviewing progress and support.

Always speak to us if you have any questions or a concern about the type and how much support your child is receiving, but you can contact: *assessment and planning team* on 01273 336740

## 17. How are parents involved at Dallington? How can I be involved?

**Your involvement in how we educate and support your child makes all the difference and we encourage you to have your say in supporting your child to make progress**

You will be invited into school regularly and we aim to respond quickly to questions and requests.

Our school actively seeks the involvement of parents and you can help us in many ways including:

- Keeping us informed of your views and your skills that could benefit the children
- Providing transport for off- site learning and taking part in leading a small group
- In school helping with reading, crafts, swimming
- Supporting our special events throughout the year

All volunteers working with children follow the local authority's rigorous safeguarding procedures.

## 18. Polices

### **This report takes account of polices which describe our regulatory responsibilities**

Polices which describe our regulatory responsibilities include:

- Accessibility Plan
- Admissions Arrangements
- Safeguarding and Child Protection policy and procedures
- Complaints procedures
- Early Years Foundation Stage
- Equality Information
- Data Protection
- Health & Safety
- Home-school agreement document
- Behaviour
- Sex & Relationships Education
- Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website  
[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Local Authority: [eastsussex.gov.uk](http://eastsussex.gov.uk)

To comment on the content of this document please email: [admin@dallington.e-sussex.sch.uk](mailto:admin@dallington.e-sussex.sch.uk)