



Special Educational Needs (SEN) Information

Aims of Dallington Church of England 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 and included in all aspects of school life

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 (Law), The Equality Act 2010 (Order 2016/17/18) *Part 3 of the Children and Families Act 2014 (Law) and the SEND code of practice 0 to 25 years (June 2014/updates May 2016)* (Guidance) from Department of Education and Department of Health.

This SEN information report is on our school website www.dallington.e-sussex.sch.uk and on the Local Authority website www.eastsussex.gov.uk

2. Who can I contact for more information about my child's special educational needs?

School office: 01435 830335 or email admin@dallington.e-sussex.sch.uk.

Class Teacher in school hours: 01435 830335

Inclusion Manager/ Special Educational Needs and Disabilities Coordinator (SENDCo): Susan Conaway on school number Mondays and Wednesday mornings or via email senco@broad oak.e-sussex.sch.uk

Head of School: Paul Cox via email 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 or look on ESCC web pages: eastsussex.gov.uk/localoffer 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

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 a child is not making expected progress, the SENDCo will advise teaching staff. This may include additional assessment to gather more information on strengths and areas of need.

Based on evidence of need, staff will modify provision until the child begins to make improved progress.

Staff will respond to the views of the child on what he/she thinks would make the greatest difference to the learning experience.

Our aim with all interventions is to escalate progress for a child.

Through regular monitoring we will continue to track the impact support has on outcomes and the wellbeing of the child. If support does not seem to work, we will modify it until it does work for 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 and the way we:

talk with, listen to and hear children, their views about how they learn best;

support individuals to reflect on their progress, strengths, areas for development;

talk with, 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 a cycle to help their child to be healthy and happy and to develop characteristics of resilience

Assess (starting point) **Plan** (outcome/target) **Do** (provision and actions) **Review** (evaluation)

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 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 skills 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 pupil learning and support pupil independence

If your child has needs that are different from peers, teaching staff will be supported by the SENDCo to develop more personalised provision, including learning broken down into smaller steps - differentiation. Provision is evaluated to ensure it is making a positive 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 staff
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 get 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 Manager/SENDCo is responsible for keeping you and everyone in the team supporting your child, up to date with planning, progress and key information
- Senior leaders 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, 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.

Teachers respond to how a child is learning and plan and teach in a way that will meet the child's needs

- 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
- Children will learn in different ways 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 and support to overcome barriers

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 to support their child's progress

We offer parents/carers daily contact with teachers at the beginning and end of the school day when any change for your child can be shared and follow up support agreed if required

To discuss progress and targets or outcomes to aim for:

- Consultation meetings with teaching staff 3 times annually
- Annual written reports and an opportunity to discuss their content
- Reviews of SEND plans and parent led structured conversations 3 times annually

We offer support for parents/carers through parent led structured conversations when working with other agencies

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

- Communicating and letting staff know about 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 their 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 and achievements outside school
- 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
- Nurture groups, social skills for 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 outside services to personalise provision

Supporting children with medical conditions is a statutory duty and we follow 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
- We refer to the school nurse service for advice/training on any specific medical conditions
- The Inclusion Manager/SENDCo will oversee and coordinate provision and training required to meet the needs of children with medical needs to ensure they are fully included in learning opportunities in all areas
- Staff will work with specialist agencies and health professionals to support children with chronic medical conditions, including training and delivery of support

Our ethos is one of care and respect, allowing the children to be themselves and supporting them to take responsibility within our school community.

We are a fully inclusive school and celebrate diversity.

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

There are planned opportunities for pupils to review their progress and make judgments about provision and support

Pupil feedback is essential in planning learning and provision

	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?

Services we currently access within Woodlands Federation include:

- Inclusion Special Educational Needs & Disability (ISEND)
Educational Psychology (EP) Service
Communication, Learning and Autism Support Service (CLASS)
- Children's Integrated Services (CITS) for Health
Speech and Language Therapy
- Early Years Teaching and Support Service (EYTSS)
- Single Point of Advice (SPoA)
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Outreach and Parents Extended Support (COPEs)
- Education Support, Behaviour & Attendance (ESBAS)
- Virtual School - Looked After Children
- East Sussex Young Carers

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

To meet the needs of our pupils further professional development and training is accessed as promptly as possible in order to personalise provision and teaching methods

Professional Development/Training	
<p>2017-2018</p> <ul style="list-style-type: none"> - Speech & Language - Occupational Therapy - Emotional regulation with ESBAS & CAMHS - Social skills - Social communication difficulties with CLASS - Medical conditions - Precision teaching - Educational Psychologist Consultations - Attachment (all staff) <p>Safeguarding (all staff) PREVENT (all staff)</p>	<p>2018-2019</p> <ul style="list-style-type: none"> - Anxiety – CBT - Social Emotional Mental Health - Nurture - Occupational Therapy - Dyslexia (all staff) - Speech, Lang. & Communication (all staff) - Educational Psychologist Consultations - ASC - CLASS <p>Safeguarding (all staff)</p>

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 adjustments so every pupil can join in

Learning outside and school trips

- o 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 to include your child.
- o 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.
- o A suitable number of adults are available to accompany the children, with 1:1 support if necessary.
- o 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

- o 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 accessible by permanent ramps built to appropriate standards and are regularly maintained
- Disabled toilets with changing and shower facility suitable for wheelchair users
- 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, 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.

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 Dallington will support visits to any school a family chooses. We liaise with staff from the school chosen by the family with ongoing contact between Dallington staff and Year 7 to support transition. Staff from the secondary school will be invited to review meetings in the year the child transfers

- 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 program 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 development

Taking account of evidence based research, provision is targeted to meet the needs of all pupils, the needs of specific groups and the needs of individual pupils

When allocating resources for children with special needs, we carefully consider strengths to build from and the areas of need to target. Decisions about support and interventions are discussed with the child and the family. Interventions are evidence based

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

Our school budget is received from the 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.

"Top up" funding may be allocated following assessment through an *Education Health and Care Plan*.

All funding 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 have sufficiently high expectations of all pupils we compare the attainment of pupils with SEND with other pupils and differences are described as *gaps*

Attainment is based on the expected standard (ExS) for most pupils of the same age. Achievement describes the improvement from a starting point or baseline for the individual pupil. Below is summative data for end of key stages from the end of the last academic year (2018).

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

Dallington 2018 Non SEND %	National 2018 Non SEND %	Dallington SEND Support %	National 2018 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

2018 end of **key stage 2 Education Health Care Plan** attainment data at expected standard (ExS)

Dallington 2018 Non SEND %	National 2018 Non SEND %	Dallington 2018 EHCP %	National 2018 EHCP %
Reading 91.7	Reading 83.2	Reading 100	Reading 42.6
Writing 100	Writing 87.9	Writing 100	Writing 37.3
Maths 100	Maths 83.8	Maths 100	Maths 41.4
Combined* 91.7	Combined* 73.5	Combined* 100	Combined* 23.6

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

Dallington 2018 Non SEND %	National 2018 Non SEND %	Dallington SEN Support %	National 2018 SEN Support %
Reading 100	Reading 83.7	Reading 0	Reading 12.8
Writing 93.3	Writing 78.6	Writing 0	Writing 9.1
Maths 86.7	Maths 84.0	Maths 0	Maths 13.3

*Combined = pupils who obtained expected standard in reading, writing and maths.

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 it will be because 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.

We actively seek 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
- Supporting our special events throughout the year, of which there are many!

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

Guidance on supporting pupils at school with medical conditions:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Equality Act, Advice for schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission guidance on Reasonable adjustments:

<https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local Authority: eastsussex.gov.uk

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