



Dore Primary School

SEND Information Report

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Our school's approach to supporting pupils with SEND

Dore Primary school is committed to providing an appropriate and high quality education to all our pupils. We believe that every child, including those identified as having Special Educational Needs & Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum. All Dore Primary School pupils will have the opportunity to be included in all aspects of school life.

We believe that all children should be equally valued in school. We will work hard to eliminate prejudice and discrimination and create an environment where all children can flourish and feel safe. As a Rights Respecting School, the best interests of the child are a top priority (article 3). It is our focus to ensure that children have the right to a good quality education (article 28) and protection from harm (article 19) and privacy (article 16).

Dore Primary School is committed to Inclusion. This does not mean that we will treat all learners in the same way but that we will respond to the individual needs of our pupils. We believe that inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment and background.

At Dore Primary School, we recognise that pupils learn at different rates and in different ways and we aim to identify the needs of our pupils to enable every one of them to achieve their potential. We use a graduated approach to identification and provision which initially involves wave 1 quality first teaching and then a review cycle of plan, do and review which involves children, parents and staff.

Catering for different kinds of SEND

At Dore Primary we recognise that SEND is described in the code of practice as being broadly separated into 4 key areas including:

1. Communication & interaction which includes speech and language needs along with communication difficulties attributed to Autistic Spectrum Disorder.
2. Cognition and learning which can include difficulties with acquisition and/or use of language, literacy and numeracy skills.
3. Social, emotional and mental health which can include difficulties with depression, anger and anxiety.
4. Sensory and/or physical needs which can include medical, visual and hearing.

Key staff and expertise

The SENCo (special educational needs coordinator) is Jason Fletcher who has a post graduate qualification as a SENCo along with a post graduate certificate in dyslexia and assessment.

Securing and deploying expertise

In line with the SENCo code of practice we recognise at Dore Primary school that teachers are responsible and accountable for the progress of all children in their classes including

those with SEND. At Dore Primary high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Therefore all staff in school receive regular training and specific SEN updates which have recently included tier 1 and 2 autism training as well as bespoke ASD/PDA workshops. School also work alongside external agencies including CAMHs and MAST to provide further training and expertise for staff in school. The Educational Psychology department provide regular drop in opportunities for staff to tap into their expertise and employ appropriate strategies as advised. A key thread of ongoing professional development for all staff which runs throughout school is the Trauma Informed approach to support. There are some children in school who require much more than universal or small group provision and in these cases a bespoke and personalised support package is in place to meet needs outlined in EHCPs and My Plans.

Equipment & Facilities

At Dore Primary School, reasonable adjustments are routinely made in order to meet the needs of SEND children. Specialist equipment is used to help support children with their learning and new interventions and approaches are used when advised by external expertise or used due to prior learning and successful application. Adaptations to classrooms are made and specific areas of school are also used to support children with SEND.

Identifying and assessing pupils with SEND

Dore Primary school recognises that early and accurate identification of SEND is key to improving longer term outcomes. School will employ a range of strategies in order to support this process and communicate findings sensitively and effectively with parents. Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development.

The school's tracking system (Tracker +), along with teacher assessments/observations are used to identify children who are not progressing at the expected rate. This system includes reference to information provided by;

- Reception Baseline assessment results
- Speech Baseline Assessment
- Locke and Beech assessment for Early Years
- Birmingham Toolkit (SPLD and cognitive learning)
- Current National Curricular descriptors for the end of Key Stage
- Dyslexia Portfolio
- YARC assessment tool
- BPVS
- NFER Non-verbal reasoning results.
- Interim SATs results
- Observations of behavioural, emotional and social development.
- Assessments made by specialist services such the educational psychologists and Ryegate the children's hospital.
- Pupil Voice

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

School also recognises that academic performance is only one aspect of SEND that we can use to help identify learning differences and difficulties. Emotional well-being including anxiety is also a key indicator of differentiated support which is primarily identified through staff observation and parental contact.

Plan, do and review.

At Dore Primary School the parents will be involved and updated in respects to the identification process and subsequent SEN support if appropriate. At this point teachers and the SENCO will plan support for the child and discuss this with parents during a formal review. School have adopted the most recent Sheffield Graduated Response materials in order to set out support plans and detail outcomes for children. Outcomes and provision will be agreed with parents who will also have a copy of the support plan. A review meeting will take place termly with the SENCO and class teacher in school.

The 'do' part of the review cycle will involve implementing with quality first teaching the agreed strategies formulated at the meeting. Further intervention and extra provision will also be monitored by the class teacher with support from the SENCO.

As part of the review process school will collect feedback and information from both parents and the children which will add to the overall effectiveness of support provided. At this point any changes in approach or provision may be considered in agreement with parents and guide planning for next cycle.

Where a child has an EHC plan a review will take place termly with one annual review taking place with input from the local authority.

Teaching Approach

At Dore Primary School high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. We use our best endeavours to ensure that such provision is made for those who need it. Adaptations to both curriculum and learning environment can be made which reflect the changing needs of the children. Alternate provision could involve 1:1 support in the classroom or sometimes elsewhere, it could be group intervention or even in some cases off site activities (alternate provision).

Support for Emotional & Social Development

Dore Primary School is proud to call itself a Trauma Informed School. All staff have received basic TISUK training which is revisited annually alongside in-house training. The trauma informed approach has been built upon the earlier solid foundation of the 'Sheffield Healthy Schools' initiative (NHS & CAMHs). The Current SENCO in school is a level 5 TISUK practitioner and the current lead for PSHE will also have completed the training in 2023. The

SENCO is also the school lead on Well-being and has completed the Senior Mental Health Lead certificate through the National College. Staff in school also deliver bespoke activities to support emotional regulation as well delivering learning from the most recent PSHE materials.

Transition support

All children in school will receive some support in transition between year groups as they progress through school, this is most commonly in the form of several familiarisation visits with their new classes before the start of the new school year. We also recognise that some children benefit from a more comprehensive transition package that may involve extra visits and activities certainly during those key moves between FS2 and KS1 and KS1 and KS2. Dore Primary also has a regular and thorough transition program to our main secondary school which is offered to more vulnerable children after discussing the program and benefits with parents.

Inclusivity of Activities

Dore Primary School is committed to Inclusion. This does not mean that we will treat all learners in the same way but that we will respond to the individual needs of our pupils. We believe that inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment and background. Staff will plan activities in order to maximise the inclusion of all children in school and where there exists more challenging circumstances we will adapt activities in order to do this. In some instances school will provide extra support and intensive planning in order to give all children the same or very similar opportunities which include extra-curricular and residential experiences.

Evaluating Effectiveness

The SENCO will report back to governors on a regular basis the progress made against outcomes on individuals and groups with SEN. The SENCO also has regular meetings with a designated governor to discuss outcomes for children, interventions and SEND related subjects across this locality. The senior leadership team in school also regularly review the support in place and the progress the children are making during specific pupil progress meetings. The school has been moderated by SEND leadership during Jan 22 with positive outcomes shared.

Handling Complaints

Specific SEN complaints/concerns will be handled in accordance with the school's complaints procedure. A staged approach is used which could involve the SENCO at any point.

1. First Contact

There needs to be clarity as to the difference between a concern and a complaint. Taking informal concerns seriously at an early stage will reduce the number that develop into formal complaints. There are many occasions where concerns are resolved straight away through the class teacher, SENCO, head teacher or other staff, depending on who is first approached. Complainants should feel able to raise concerns with members of staff

informally. On occasion it may be appropriate for someone to act on behalf of a parent and this must be taken into consideration.

It may be unclear at first whether a complainant is asking a question or expressing an opinion rather than making a complaint. A parent or carer may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further.

Stage 2: Referral to the Headteacher

At this stage it will be apparent that the concern is a definite complaint and should be investigated according to school guidelines ensure consistency and to make sure that nothing happens which could make it difficult for later stages to proceed smoothly.

In some cases the headteacher may already have been involved in looking at the matter; in other cases it may be his/her first involvement and in a large school it may be appropriate to delegate the investigation at this stage to another member of staff. What is important is that a staged procedure exists which reassures complainants that their grievance will be heard by more than one person, and that headteachers ensure that their involvement will not predominate at every stage of a particular complaint.

In some instances, headteachers will have been involved at Stage 1, or the complaint may be against them, in which cases Stage 2 should be carried out by the Chair of Governors. In other cases, where the headteacher has delegated the investigation at Stage 2 to another member of staff, s/he is advised to become involved if the parent is not satisfied, before the Stage 2 process is completed and the matter referred to the governing body.

Stage 3: Review by the Governing Body or Governing Body Complaints Panel

It is anticipated that complaints should rarely reach this formal level, but it is important that governing bodies are prepared to deal with them when necessary. At this stage schools may wish to seek advice from the Local Authority as appropriate.

It is important that this review is not only independent and impartial but that it is seen to be so. Complaints should always be considered by a panel, not by the full governing body. Some governors may have previous knowledge of the problem which led to the complaint being made and would be unable to give fair and impartial consideration to the issue. Furthermore should a complaint result in disciplinary action against a member of staff it would be necessary for there to be sufficient governors with no prior involvement to form a staff disciplinary committee.

The aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and complainant. However, it has to be recognised that sometimes it may only be possible to establish facts and make recommendations that will satisfy the complainant that their complaint has at least been taken seriously.

What if the complaint concerns a governor?

The matter should still be referred to the Chair of Governors who will investigate the complaint. If the complaint is about the Chair of Governors, the complaint should be referred to the Vice-Chair or Governing Body Complaints Panel as appropriate.

Local Offer

The Local Offer is part of the Sheffield Directory, which also contains information for children, young people and families, and for adults. It brings together helpful and useful information located in one easily searchable website which is accessible through smart phones and tablets.

The Local Offer contains a wide range of information and services to support children and young people with special educational needs or disabilities. These include services provided by the Local Authority and the health service, as well as services provided by the voluntary and private sectors (e.g. charities and disability groups, nurseries, youth clubs, leisure activities etc.).

Additional information is be available for young adults. The Sheffield Local Offer is intended to help you make informed choices about things that are important to you such as where to live; transport; social activities, work and training; and making the transition to adulthood.

[Local Offer](https://www.sheffield.gov.uk/schools-childcare/local-offer)

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Additional Support

Differentiated Curricular Provision – Wave 1 Quality First Teaching

In order to make progress, a child may only require differentiation of the whole class plan. This differentiation may involve modifying learning objectives, teaching styles and access strategies. Teachers will differentiate their lessons to enable all pupils in the class to be adequately challenged and make progress.

Wave 2 additional intervention

This may involve on-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills. At Dore Primary School wave 2 interventions and support are also reactive to real time needs in class which can result in children receiving either 1:1 or small group support during the afternoon.

Wave 3 intensive individual support

There are occasions in school when the support required by a child is more individual and personalised. This can involve full time 1:1 support and alternative approach to learning with consideration given to adapting activities, timetables and the environment to maximise the potential for some children.

Named Contacts

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