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| | Name | Date |
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| Name of Policy | SEND Information Report | |
| Prepared by | Tina Saedi | September 2021 |
| Checked and Reviewed by | Maria Blake | |
| Next School Review | September 2022 | |

Schools Information Report

Dallington School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet the pupils special needs.

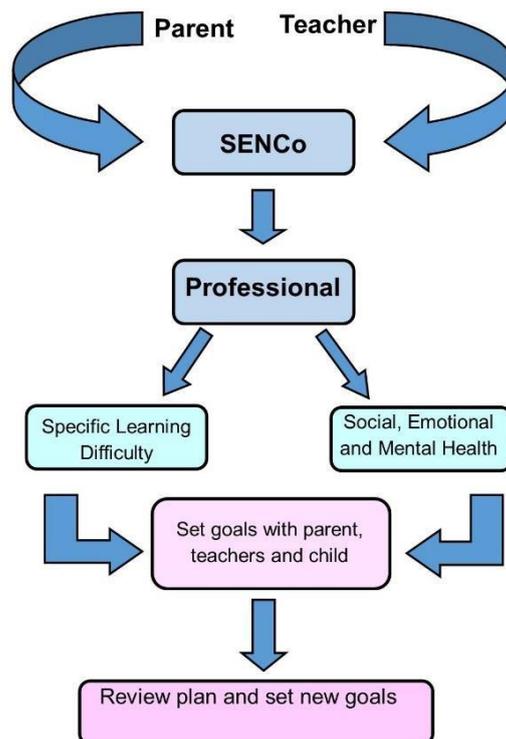
We will review and update this information report regularly to reflect changes and feedback.

If you need any more information please see our SEND Policy or contact Tina, our SENCo on 020 7251 2284.

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Identifying pupils with SEND



Frequently Asked Questions

1. What kinds of Special Educational Needs (SEN) does the school cater for?

Dallington School welcomes children and young people with SEN in one or more of the following areas:

- **Communication and interaction** e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning** e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs** e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – the building is/is not fully accessible to pupils with mobility difficulties. See section 6}
- **Medical needs:** Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEN. All staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils.

Teachers regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show a child's progress to be slower than expected, the teacher will work with the family and the SENCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

When considering if a child needs SEN support the school takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents or carers
- the pupil's own views
- advice from external support services, where appropriate

Further information is set out in our SEN Policy.

3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN have their needs met through small class sizes and high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school. If a pupil is identified (through the assessment process above) as having special educational needs their teacher and the SENCo will consider everything we know about the pupil to determine the support that they need. Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action. They will decide some goals for the child to work towards in school and at home.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website.
www.islington.gov.uk/localoffer

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

4. How does the school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCo, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENCo and the head teacher report regularly to the Governing Body on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEN support, we provide feedback to parents more regularly. We make contact with parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We

also have a review meeting at least three times each year. Some pupils with SEN may have more frequent reviews if they are required. These are opportunities for the parent, teacher and child to reflect on the progress of the child and set targets for the coming term.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

c) What is the school's approach to teaching pupils with SEN?

Dallington classes are very small, which means all pupils learn in an intimate and supportive environment. All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full Dallington curriculum along with their peers.

d) How does the school adapt the curriculum and learning environment for pupils with SEN?

We are committed to meeting the needs of all pupils including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum in order to see if getting additional resources and support may be appropriate.

Teachers will be supported by the SENCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also

involve working with outside partners. In considering what adaptations, we need to make, the SENCo will work with the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

e) What additional support for learning is available to pupils with SEN?

The small class sizes means that additional support is always available to pupils at Dallington. Quality inclusive teaching takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Some children will receive specific, additional and time-limited interventions to help accelerate their progress to enable them to work at or above age-related expectations.

If children need more, there is a more targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions. The school may advise families to seek a specialist assessment to support with this.

We provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals.

f) What extracurricular activities are available for pupils with SEN?

We try to make sure that all pupils with SEN can engage in the activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN, the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips including residential trips. We will involve parents and carers of pupils with SEN in the planning of school residential and other trips to assess the benefits and risks and identify how the needs of individual pupils can be best met.

g) What support is available for improving the emotional and social development of pupils with SEN?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the

responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual action plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom

5. Who is the SEN Co-Ordinator and how do I contact them?

Our Special Education Needs Coordinator is a qualified teacher working at the school who has responsibility for SEN. They work closely with the head teacher as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCo. The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including educational psychology services, health and social services, and voluntary bodies

Tina Saedi – SENCo

Email: admin@dallingtonschool.co.uk

Phone: 020 7251 2284

The SENCo works on the following days: Monday and Tuesday (full day), Wednesday and Thursday (mornings)

6. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise. The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Headteacher and the SENCo.

General SEN training for all staff

Through a planned programme of Continual Professional Development, staff regularly receive training on how to have a more inclusive classroom and curriculum. Staff will also be receiving training on Autism and Dyslexia.

SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Nursing Team

7. What equipment and facilities are available to support pupils with SEN?

The school has equipment that benefits all pupils and can be used to support pupils with SEN e.g. Cameras and ipads with SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programmes, move and sit cushions and specialist handwriting equipment.

Specialist equipment is available in our school to all children where appropriate. The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

8. What are the arrangements for consulting and involving parents and carers of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
 - setting and reviewing goals
- parents evenings
- during discussions with the SENCo or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually. Further information about reviews can be found in above. Specific support is also available to parents by teachers and other staff to discuss progress and ideas how to help at home.

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meetings with the parents and the people supporting your child can be arranged.

9. What are the arrangements for consulting and involving pupils with SEN in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEN in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear, ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

10. What are the arrangements for parents or carers raising concerns and making a complaint about the SEN provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents and carers to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCo. If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCo
- the head teacher – using the main school number
- the SEN Governor (a letter can be submitted through school office) The SEN Governor will then refer to the complaints procedure to try and address the issue.

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint this you may want to contact the Islington SEND Community Support Service run by Family Action by phone: 020 7254 6251 or email: info@family-action.org.uk.

As a matter of last resort parents and carers can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666. Further information on local support for families of pupils with SEN can be found in the Local Offer.

11. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we may ask parents to seek advice and support from specialists from outside agencies such as:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

The SENCo is the person who usually coordinates the contact with school once the details have been passed on to us.

The SENCo may also invite specialists in to train staff depending on the needs in the school at the time.

12. What local support is there for the parents and carers of pupils with SEN?

Information about local support is

located here:

www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children, young people and families.

Email:

fis@islington.gov.uk

Website:

www.islington.gov.uk

[k/fis](#)

The Special Educational Needs Community Support Service (SENDIAS) is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

Offers a range of services to assist the parents/carers of children with SEND. These include:

- Advice, information and support on Education, health and social care issues
- Support to express your views and wishes
- Support at meetings with schools and the Local Authority
- Help to complete SEN and Disability related paper work
- Supporting young people up to 25 in their own right
- Signposting to other services Tel no 0203 316 1930 Website www.family-action.org.uk

Email islingtontsend@family-action.org.uk



