



# Dorridge Primary School: SEN Information Report and Local Offer

## Who is the school's SENCo?

Robyn Morrey is the Inclusion Manager and SENCo (Special Educational Needs Coordinator); Yvonne Bayliss and Mandy Doyle are the Assistant SENCos.

They can be contacted through the school office by either phone or email: **Tel: 01564 772836; Email: [office@dorridge.solihull.sch.uk](mailto:office@dorridge.solihull.sch.uk).**

## What Special Educational Needs and Disabilities does the school currently provide for?

The school successfully supports a number of children with a range of additional needs including Dyslexia, Autism, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), Moderate Learning Difficulties, Cerebral Palsy, Hearing Impaired, Global Developmental Delay, Physically Impaired, Speech, Language and Communication Needs, Social, Emotional and Mental Health (SEMH), and Foetal Alcohol Spectrum Disorder (FASD).

## How does the school identify pupils with SEND?

### *Identification and Assessment*

At Dorridge Primary School we identify children with SEND as early as possible whilst being mindful that all children develop and progress at different rates.

Throughout the school, we monitor the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life.

### *"Triggers" for Further Intervention*

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted a graduated approach where the level of intervention increases whenever adequate progress is not being made or the children are not reaching their full potential.

The "triggers" for further intervention can be one or more of the following:

- Baseline assessment indicating poor early learning skills at the start of Early Years Foundation Stage;
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:

**Completed by:** Robyn Morrey     **Date Completed:** July 2014

**Updated and amended:** July 2015, July 2016, October 2017, October 2018 and November 2019

- the child is working below the age related expectation for that Year group;
  - the attainment gap between the child and their peers is getting wider;
  - a previous rate of progress is not being maintained;
  - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- The class teacher's annual assessment profiles are showing underachievement in one or more curriculum areas;
  - Low scores in diagnostic testing;
  - Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes;
  - Self-help skills, social and personal skills inappropriate to the child's chronological age;
  - Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment;
  - For a child who is new to the school, records from the previous school indicating that additional intervention has been in place;
  - Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills;
  - Concerns raised by other professionals, e.g. from Health Services, Educational Psychology, Children Services.

Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

### ***The Graduated Response***

#### **1. Identified Concerns (Record of Concern)**

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural difficulties the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCo and the staff who have responsibilities for pastoral, medical and safeguarding issues (Designated Safeguarding Leads).

In consultation with the SMT (Senior Management Team), the teacher will invite the parents or carers of the child into school to discuss the concerns and to work together to overcome any barriers or difficulties. The SENCo may be then be involved to offer support and guidance for the class teacher and parents.

The teacher will inform the SENCo of the concerns and make a record of the child in the category "RoC". The child will then be closely monitored.

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## 2. SEN Support 1

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCo look at the evidence of inadequate progress, this also includes external reports obtained by parents/carers, and decide on strategies which are **additional to, or different from**, those already being provided in the classroom to help the child to make progress.

Individual targets are written by the class teacher with support from the SENCo for the child. This sets out the individual learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies, interventions and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and they are sent out to the parents. Progress towards the targets is discussed at parents' evenings, or by request at other times through discussions with the class teacher or SENCo.

At parents' evenings or meetings arranged throughout the year, decisions are made about the future actions that may be taken to meet the child's needs.

These may be:

- a) to reduce the amount of help;
- b) to continue with the existing level of help with new targets being set;
- c) to increase the level of intervention if there has been little progress.

All targets are recorded on the termly Provision Map and support, resources and intervention are continuously reviewed and adapted to ensure that they are having a positive impact.

## 3. SEN Support 2

If a child continues not to make adequate progress with individualised targets and support in place, the teachers, supported by the SENCo, will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include an Educational Psychologist, Specialist Teachers from the Specialist Inclusion Support Service, SOLAR (Emotional Wellbeing and Mental Health Services), Speech and Language Therapy, Occupational Therapy and the Specialist Assessment Service (for the diagnosis of Autism). With their help, strategies which are **additional to or different from** those at SEN Support 1 will form the basis of future Provision Plans.

## 4. Request for EHC Plan

As of 2015, if a child continues not to make adequate progress and needs additional support above that available at SEN Support, the school, through the Headteacher and SENCo, will request an Education Health Care Plan (EHC Plan) assessment. Please see Solihull MBC Local Offer for further details of their threshold criteria.

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An Education Health Care Plan should feature all the services (education, health and social services) which the child has relied upon. Different services will work together to produce the plan. The plan will set out the learning and life outcomes sought for children and young people.

The Code of Practice covers the 0-25 age range. The system aims to put young people and their families at the centre of the discussions about the support they receive.

## 5. An EHC Plan

Currently, an Education Health Care Plan is a legally binding document that sets out the provision the child **must** receive to meet his/her SEND. The LA provides the school with some additional funds towards the costs of this provision. This is used for TSLA support and/or specialist teaching and equipment. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the Local Authority is invited to the reviews and will attend if possible.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have a statement when they start in the Early Years Foundation Stage class. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school.

The SEN Register is updated on a termly basis and is a fluid document. Pupil Progress Meetings, Target Review Meetings, and regular conversations between parents and professionals are used to review whether students need to continue to require SEN Support. Pupils who have closed the gap and caught up with their peers would be removed from the SEN Register. Pupils no longer requiring interventions and whose needs can be met through good teaching and normal provision in school would also be removed.

**PLEASE NOTE: A REFERRAL TO AN EXTERNAL PROFESSIONAL OR AGENCY REGARDING SPECIAL EDUCATIONAL NEEDS WOULD NEVER BE DONE WITHOUT DISCUSSION WITH AND THE PERMISSION OF PARENTS.**

## What specialist facilities/resources are available to support children with SEND?

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, extra adult support, teaching style, content of the lesson;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc;
- Adapting our resourcing and staffing;
- Using recommended aids and resources such as coloured overlays, visual timetables, larger font, etc;
- ICT resources to support children with specific needs e.g. access to netbooks, laptops, iPads, Alphasmarts and computer programmes including dictation software;

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- Touch-typing courses are available as and when appropriate;
- There is a dedicated Learning Support room;
- Flexible teaching spaces across the school (for one to one or group work);
- A wide range of specific intervention groups, for example, social skills (Time to Talk, SEAL, Circle of Friends), phonics (following Letters and Sounds, Read, Write Inc), fine/gross motor (BEAM, Smart Moves, Teodorescu), reading and spelling (Paired Reading, Daily extra reading, SNIP, Toe by Toe, Word Blaze) maths (Numicon), and support in unstructured social environments for specific children;
- A wide range of specific and modified resources to support individual needs across the school;
- Lunchtime clubs to support pupils who find the playground a challenging environment;
- A Family Support Worker (3 days per week) who works directly with children and their families to offer support with a wide variety of difficulties.

### **How accessible is the school environment?**

- We have three disabled toilets across the main teaching buildings;
- We have a lift to the first floor in the Key Stage 2 building and an Evac Chair situated on the first floor corridor;
- We have specific evacuation procedures for any pupil with mobility difficulties;
- All areas can be accessed but not internally. Currently, external routes are necessary to some parts of the buildings for those in a wheelchair;
- Reasonable adjustments are made to the classroom environments as and when necessary and specialist furniture and equipment aim to be provided;
- We provide interpreters for parents at parents' evenings or information evenings if required;
- Working environments are adapted as much as possible for children who require quiet areas/less distraction;
- Classrooms are audited by the Local Authority Specialist Teacher before any pupil with a diagnosed physical impairment joins and any adaptations (handrails, toilet frames, specialist chairs etc.) are made beforehand whenever possible;
- We work closely with parents and external health and education professionals to ensure we are doing everything we can to meet the needs of each child and support all our pupils to have an inclusive education.

**Please see our Accessibility Policy (available on the school website) for further details.**

### **What input does the school receive from therapists/advisory teachers/other specialist support services?**

As well as working closely with parents/carers, we have close working relationships with a variety of external professionals and services, who bring a wealth of knowledge and expertise that add real value in terms of advice and support. They enhance the quality of provision for

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children with SEND through working with pupils, teachers, and parents to ensure interventions, resources, and support are carefully planned and targeted correctly to maximise their effect.

- Regular Support from Specialist Inclusion Support Service (SISS):
  - Autism Spectrum Disorder;
  - Early Years Team;
  - Speech, Language and Communication Needs;
  - Sensory and Physically Impaired.
- We also pay for additional support from:
  - Social, Emotional, Mental Health Specialist Teacher;
  - Communication and Learning Difficulties Support provided by SENTAA (Special Educational Needs Teaching Assessment and Advice);
  - The Community Educational Psychology Service.
- Speech and Language therapists (NHS);
- Occupational Therapists (NHS);
- Physiotherapists (NHS);
- Access to School Nurse Service;
- SOLAR (Birmingham and Solihull Mental Health NHS Foundation, Bernardo's and Autism West Midlands);
- The school employs a Family Support Worker (1:1 and group support for pupils and Parental advice/support) three days per week.

### **How are children with SEND supported in the school's Wraparound Provision?**

- Staff are all employed by the school and many work in both settings;
- Wraparound staff maintain close links with the school SENCo;
- They work within the school's SEND policy guidelines;
- We have shared approaches to ensure continuity;
- There is a sharing of information and progress of individual children as and when appropriate.

### **What CPD have staff had in order to meet the needs of children with SEND?**

The Inclusion Manager/SENCo holds regular staff meetings (at least once per term) which have a SEND focus. She also holds weekly staff meetings for the 1:1 Teaching and Learning Support Assistants who are employed to directly support pupils with severe and complex SEND. Staff training and CPD is planned on a termly basis and looks at both whole school issues and training as well as providing opportunities for individual staff to get training in a specific area. Training is responsive to the needs of the individual pupils, staff and their own knowledge and the whole school community.

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- SENCo has completed the National Award for SEN Coordination through the University of Birmingham;
- SENCo attends termly network meetings for National and Local SEN updates and training;
- Mental Health and Well Being by Professor Barry Carpenter (All Teachers and Teaching Assistants);
- Dyslexia Training (Teaching staff);
- Tier 2 Autism Education Trust Training (All teachers and Teaching Assistants);
- Tier 3 Autism Education Trust Training (the SENCo). The Deputy Head and Assistant SENCo are booked on this for early 2020;
- Attachment Awareness Training (Whole School);
- Developing Pupil Voice (Assistant SENCo);
- Social, Emotional, Mental Health Conference (Assistant SENCo);
- Foetal Alcohol Spectrum Disorder Training (Whole School) and new staff have since attended further training on this area of need;
- Foetal Alcohol Spectrum Disorder Champion Training (SENCo);
- In-house Phonics Training;
- Numicon Training;
- Social, Emotional and Mental Health (Whole School Training);
- In-house training on effective target setting;
- In-house training on effective use of resources for Child Specific TLSAs;
- Manual Handling (specific teachers and TLSAs who support pupils with Physical Disabilities);
- Team Teach Training for positive behaviour Management (all Middle and Senior Leaders).

When appropriate, further or additional training will be secured to support a child with specific needs.

### **How do you promote Inclusion within school? Including day and residential trips**

Our school is fully inclusive and any children with SEND are given the same opportunities as any other child. We ensure appropriate pre-visit work is done. Risk assessments are completed and we work with parents to plan appropriate participation for children with additional needs. Suitable arrangements/adjustments and support are made/given as and when necessary.

### **What proportion of children currently at the school have SEND?**

10% of our current intake have Special Educational Needs.

14.4% of all pupils (Primary and Secondary School) Nationally have Special Educational Needs (data from July 2017).

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## **How do children with SEND perform compared to their peers?**

All children with SEND are individuals with a wide range of strengths and areas of need. They progress at different rates and have a wide range of attainment levels. All parents are kept well informed by class teachers of the progress and attainment of their child. Teachers, Year Leaders, The Senior Management Team and the SENCo closely track and monitor the progress and attainment of all children with SEND and work closely with parents to ensure provision is correct and that children can achieve the best possible outcomes. Teachers and Senior Management meet regularly to discuss the progress of all children, with a particular focus on any vulnerable groups including those with SEND. Monitoring and evaluation of the impact of interventions is thorough and the needs of individual children are assessed and catered for.

## **How do you involve/support the parents of children with SEND regarding identifying and meeting their needs?**

The engagement of parents/carers in formulating plans to support their children is central to the work of the school.

- Regular target reviews are held with parents, pupils and teachers;
- Individual target plans have a section to advise on how parents can support with targets at home;
- External Professionals are involved in reviewing and setting targets, working directly with children and advising parents and staff when appropriate;
- Annual Reviews are held for children with an Education Health Care Plan;
- Our Family Support Worker is involved with families when needed;
- Open Door Policy: Parents are regularly invited to meet with teachers, TLSAs, the SENCo and external professionals to discuss needs;
- The Inclusion Team hold termly coffee mornings where all parents/carers of children on the SEN register are invited to attend;
- Daily Communication Books are used between home and school as and when necessary/appropriate.

## **How do you communicate their progress and areas of difficulty?**

- Regular informal discussions between parents, teachers and the SENCo;
- Discussions at parents' evenings;
- Annual reports;
- Termly targets and reviews;
- Annual ECH Plan reviews;
- External agency reports;
- The Inclusion Team communicate regularly with parents through phone calls, emails, and meetings in order to keep them updated on anything that affects their child/children.

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## Views of the Child

Whenever possible, the views of the children are listened to and acted upon. This is true in all areas of school but also for those with Special Educational Needs. We work hard to tailor support that children themselves are comfortable and happy with and ensure we talk to parents regarding the emotional well-being of their children as well as focusing on the academic.

- Child-friendly target sheets are in place so that children understand what they are working towards;
- Children all have an appropriate level of input into Target Reviews/Annual Reviews;
- The structure of EHC plan reviews has been adapted in line with Local Authority Guidelines to place the child at the centre and involve them as fully as possible in the process.

## How will the school prepare children with an SEND to join their next stage of education or life?

- There is a successful transition programme to support induction at new schools and transition to new classes;
- The Inclusion Team work closely with our local senior school – meeting with their SEN Team and Year 7 Head of Year as well as accompanying Year 6 pupils with SEND on extra visits in the Summer Term;
- The school has a clear transition policy which outlines all adjustments made for all children with SEND;
- Additional transition sessions are organised between all Key Stages for children with an SEND;
- There is a clear transfer of data and relevant information between all staff;
- Summer Term reviews are, whenever possible, attended by a pupil's new class teacher.

## What is Solihull's Local Offer for children with SEND?

<http://www.solihull.gov.uk/Resident/Schools-learning/SENDlocaloffer>

## What services, external agencies or support groups are available for Parents?

- Solihull SENDIAS  
'Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. We are legally trained to offer information advice and support to children, Young People & their parents, to help them make informed decisions and play an active role in their own or their child's education. We explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play'

Contact us via:

Telephone: 0121 516 5173

Email: [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)

Website: [www.family-action.org.uk/solihullsendias](http://www.family-action.org.uk/solihullsendias)

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- Kids Independent Support too.  
‘Independent Supporters are trained to help families and young people through the new Education, Health and Care Plan (EHCP) assessment process.

Contact:

Phone: 01384 423868

Email: [ismidlands@kids.org.uk](mailto:ismidlands@kids.org.uk)

- Family Information Service [www.solihull.gov.uk/familyinfo](http://www.solihull.gov.uk/familyinfo);
- SASSI (Solihull Autistic Spectrum, Support and Information) Telephone: 0121 779 1742;
- Contact a Family ([www.cafamily.org.uk](http://www.cafamily.org.uk));
- SEN Direct ([www.sendirect.org.uk](http://www.sendirect.org.uk));
- SEND Gateway ([www.sendgateway.org.uk](http://www.sendgateway.org.uk)).

## What are the arrangements for making a complaint?

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child’s class teacher. If the parents think that the child should be given more support they should raise their concerns with the class teacher, Year Leader, SENCo or the Head Teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school’s governor responsible for SEND or look for an alternative setting.

Parents may ask the Local Authority to conduct an assessment for an EHC plan of their child at any time. The LA must comply with the request, unless they have made a recent assessment, or they conclude, upon examining all the available evidence, that an EHC plan is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal.

If the Local Authority conducts an assessment for an EHC Plan, but decides at the end of that process not to draw up a plan for the child the parents again have the right to appeal.

Parents are able to access various agencies for support such as the SEND Partnership Service.

For more information on complaints please see the school’s complaints policy (available on our website) or Solihull MBC Local Offer (for complaints relating to the Local Authority) for further details.

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