

Dame Tipping Primary School
SEN Information Report 2018
The best that I can be'



What types of SEN do we provide for?

Dame Tipping is a small, inclusive mainstream school. We fully comply with the requirements in the Special Educational Needs and Disability Code of Practice (2015). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We will always make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

In addition to using our own staff's knowledge and experience, we work closely with a range of outside agencies from education, health and social services to support a wide range of special educational needs.

How do we identify and assess pupils with SEN?

As a small, caring school community we know and value all of our children. We have ongoing teacher assessments and termly pupil progress meetings with all members of teaching staff to identify those pupils making less than expected progress. This is recorded in a Venn Diagram and is monitored by the class teacher, SENCO and Senior Learning Mentor. The first response to less than expected progress is high quality targeted teaching by the class teacher. When progress continues to be less than expected the class teacher will discuss their concerns with the SENCO. When deciding whether to make special educational provision, the teacher, SENCO and Senior Learning Mentor will consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of

	<p>progress. The information gathering will include an early discussion with parents/carers, and where appropriate the child. There begins a four part cycle (assess, plan, do review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response which draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer than a child might not be considered SEN or placed on the SEN register. If, however, the support required is 'different from or additional to' what is ordinarily offered by the school, the child will normally be placed on the SEN register. The school will then seek to remove barriers to learning and put effective special educational provision in place.</p> <p>Parents are encouraged to speak to the class teacher or the school's SENCO about any concerns they have regarding their child's needs.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>The School SENCO is Annabel North and the school's Senior Learning Mentor and Student and Family Support Lead is Gemma Luxford.</p> <p>Both can be contacted at office@dametipping.havering.sch.uk or on 01708 745409.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Every teacher is teacher of every child, including those with SEND. At Dame Tipping we believe that every child has a right to broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils with SEN. All staff members are committed to creating an inclusive learning environment in their classrooms and around the school with the belief that this is the key to ensuring children with SEND are making good progress.</p>

<p>How do we adapt the curriculum and learning environment?</p>	<p>All teachers match the tasks, support and resources to the differing needs of individual children. All our teachers are clear on the expectations of quality first teaching and this is monitored closely by the senior leadership team.</p> <p>Where appropriate, the curriculum is personalized and individual learning targets are set. Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners.</p> <p>When a child with complex SEN needs meet the criteria of disability, the school will comply with its duties under the Equality Act (2010).</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>At Dame Tipping we are committed to giving all our children every opportunity to reach their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>At Dame Tipping parents are strongly encouraged to come into school and speak to their child's class teacher and/or SENCO if they have concerns about progress or SEN provision for their child. We share feedback about the children's learning on an on-going basis with parents and formally at the Termly Learning Conferences. At these meetings children have the opportunity to share their work with their parents/carers and teachers are able to share next steps in learning and also discuss ways in which parents can further support this learning at home. We also have Termly Learning Conference Plus for parents whose child has SEN. This is a time to meet with the SENCO or Senior Learning Mentor to discuss the SEN provision that is in place and their child's individual targets.</p> <p>General information regarding the curriculum and learning is available on the school's website. We also host curriculum/learning events after school to help</p>

	<p>families understand their child's learning and how they can best support their child at home.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>An important part of the early stages of information gathering includes talking to the pupils themselves, where appropriate. We strive for a person-centred approach to the information gathering and the four stage cycle of 'assess, plan, do, review'. All children are encouraged to contribute to their targets and are put into child friendly statements. These targets may be verbally shared with the pupil, particularly those in EYFS and KS1, and successes are always celebrated.</p> <p>Children have a huge role in the Termly Learning Conference and Termly Learning Conference Plus and are able to share their targets and achievements with their parents/carers.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Termly pupil progress meetings in school include all members of teaching staff and senior leadership. Progress and attainment is discussed and analysed and measured against national data based on age and starting points. Termly Learning Conference Plus meetings are arranged to coincide with Termly Learning Conference meetings with the class teacher to review, plan and set future targets. We use a four part cycle of 'assess, plan, do, review' through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to progress and secure good outcomes. This known as the graduated approach. A strong home-school working relationship, with the child at the centre of the process is key to whole school approach to SEN.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>At Dame Tipping we aim to ensure all children and their families feel welcome and to quickly become part of our school community. We work closely with parents of all year groups and particularly with those who have children starting in Reception. Parents and their child are invited in for a play afternoon in the summer term and the Reception teacher and teaching assistant visit the</p>

	<p>children in their pre-schools and home visits.</p> <p>The Reception and Class 1/2 teachers plan carefully for transition between EYFS and KS1, particularly where children with SEN are concerned.</p> <p>Pupils with SEN are supported in their transition to secondary school through supported visits and close collaboration with the destination school and parents.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The children's well-being is at the heart of everything we do at Dame Tipping. As a small school the needs of all children are known by staff who are able to provide a high standard of pastoral support. Miss Luxford also provides mentoring sessions for children who need further 1:1 support to develop social and emotional skills. Children engage in Learning and Life Skills and SRE curriculum activities within the classroom, further developing their emotional and social development. Children are encouraged to speak to trusted adults about any concerns they have. The school also engages the services of ABC behaviour and You and Me counselling.</p> <p>For children in Reception and Year One and Two who may need additional support to develop social communication skills we use speech and language groups and sessions. Individual children can also receive daily interventions in the classroom by a qualified adult to further develop these skills.</p> <p>The school have also appointed 'friendship leaders' and 'play leaders' to support children who may need extra input in the playground.</p> <p>Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy) in our school and will address the causes of bullying as well as the negative behaviours. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.</p>

What expertise and training do our staff have to support pupils with SEN?

We have staff who are trained to deliver evidence based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support social skills, speech and language and gross and fine motor skills. Support staff support individual children in the classroom to access the curriculum as well as working on individual language targets under the guidance of speech therapists. Where it is believed that external support is necessary, we discuss any referrals with parents and only proceed with parental consent. The school works closely with the Speech and Language Team, the Advisory Teacher for Speech, Language and Social Communication Needs and the Advisory Teacher for children with Visual Impairment. In addition, the school accesses advice from Educational Psychology service and Behaviour Support service. Key staff are trained in different areas including supporting those who have a visual impairment or those with social communication needs. All the training and development initiatives they have attended are specifically to meet the needs of our pupils currently on the SEN register.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The SENCO attends termly meetings run by the Local Authority where school priorities are the support needs of the school from other professionals are discussed. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought. We have established relationships with a range of professionals in health and social care including educational welfare, school nurses, educational psychologist, social workers, behaviour support services, speech and language therapy and occupational therapy.

When Looked after Children attend our school, we do our utmost to ensure they fulfil their potential. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).

How do we evaluate the effectiveness of our SEN provision?

The headteacher and teaching staff regularly monitor and evaluate the quality of provision for all pupils.

The SEN governor meets the SENCO and Student and Families Support lead termly and visits the school regularly. Budgets are closely monitored by the head teacher and governors. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress in interventions groups
- Progress against individual targets identified in the child's IEP
- Pupils' work and interviews

How do we handle complaints from parents of children with SEN about provision made at the school?

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Dame tipping to speak to us and soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. Any further unresolved concerns can be addressed through the school's complaints procedure.