

East Dene Primary Special Educational Needs Information Report

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Background Information

Age Group: 3 – 11

Number on roll: 341

Number on SEN Register: 44

Number with EHC Plan: 4

SEN Co-ordinator: Mrs Caroline Richardson

Lead Governor for SEND: Mr Ray Griffiths

Introduction

All staff at East Dene Primary School are committed to providing an appropriate and high quality education to all the children living in our area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

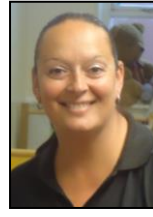
All staff must take a major responsibility for identification of and the support for SEN pupils. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Links to the SEND Code of Practice

We aim to achieve the outcomes of the SEN Code of Practice by:

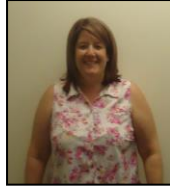
- Having opportunities to meet with parents and encourage them to be actively involved in choices for their children.
- Encouraging pupils to be able to part of the decision and planning process wherever it is appropriate.
- Having high expectations and aspirations for children with SEND.
- Co-operating fully with all other services including Health and Social Care.
- Offering a graduated response.
- Supporting parents with the process of an Education Health Care Plan.

Mrs Caroline Richardson
SENCo
Dyslexia / Dyscalculia
Specialist Teacher



Mrs Julie Keyworth
Learning Mentor
is an experienced member of staff who is an Autism Advocate. She has been trained in theraplay and bereavement support.

Mrs Janine Fenton
Head of Pastoral Care
Works closely with identified families, leads review meetings and is trained to complete Family Common Assessment Framework Forms.



Mrs Beverley Turner
Learning Mentor
an experienced member of staff who supports a number of children through the school's nurture group.

Mrs Zuzana Mullett
TA
Delivers specific intervention programmes including Learning Support Programme and SALT



Miss Tracey Johnson
TA
Delivers specific intervention programmes including Learning Support Programme.

At our school we aim to:

- Identify at the earliest opportunity children who need support.
- Ensure children are given appropriate support to ensure they can access the curriculum.
- Enable children to reach their full potential.
- To ensure that children are given every opportunity to be included in all activities.
- Monitor and support pupils and continue support for as long as necessary.
- Work in partnership with pupils, parents and other external agencies to provide for the child's needs.
- To integrate all children to ensure they feel respected within the school environment.

Within our setting we offer:

- Learning support programme (LSP) – planned with Learning Support Service
- Neurological Development Delay Exercises (NDD)
- Dough Gym to improve fine motor control

- Nurture group with our Learning Mentors
- Individualised Learning – Behaviour Programme
- Bereavement Support
- Social skills group work delivered by our Autism Advocate
- Theraplay – planned and implemented by our learning Mentor to support those children with emotional difficulties
- Bonding through play planned and delivered by trained Teaching Assistants.
- Play Therapy delivered by a Play and Filial Therapist

We offer these specialist services:

- Learning Support Service
- Educational Psychology Service
- Autism Communication Team
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Team
- Physiotherapy
- Occupational Therapy

In School we offer:

- Dyslexia and Dyscalculia Specialist Teacher
- Nurture Group with trained Learning Mentors
- Teaching Assistants who are trained in a number of interventions
- Learning Mentor trained as an Autism Advocate
- Play and Filial Therapist



Learning Support Programme (LSP) is provided by Learning Support Service.



Dough Gym is offered from Foundation Stage through to Year 6. It helps children with fine motor control.

NDD (Neurological Development Delay) exercises are offered to support children with gross motor control difficulties.



Theraplay helps children to regulate their emotions.



How can I get help for my child?

If you are worried about your child's progress then initially speak to your child's class teacher.

If you are still worried that your child is not making progress then you can speak to the Special Educational Needs Co-ordinator – Mrs C Richardson.

If you continue to have worries then you should speak to the Head Teacher about your concerns.

If you feel that you still have concerns then the school SEN Governor can be contacted for support by phoning school and they will make arrangements for you to meet with the governor.

How would school identify that my child might have additional needs?

Teachers may notice within class that a child within their care needs additional support, they may then discuss this with parents / carers and the Special Educational Needs Coordinator.

Every half term Teachers have a pupil progress meeting where class teachers discuss children who are making expected progress, as well as identify children who are not making expected progress. Teachers will then discuss the strategies or interventions that need to be put into place to best support your child. At this time we will discuss the non negotiables that will be put into place in the classroom and we may later go on to record an Education Support Plan for your child.

What are the teacher's responsibilities?

- To deliver quality first teaching.
- To identify children at the earliest opportunity.
- To make the SENCo aware of any concerns.
- To plan and deliver appropriate differentiated lessons.
- To plan and prepare resources needed for any child /children with SEN.
- To plan specific interventions in small groups.
- To be aware of any medical needs.
- To implement actions identified on the SEN non-negotiables.
- To record and review pupil profiles.
- To record and update diaries of intervention regularly.

- To ensure TAs are informed and able to fully support those children with Special Needs.

What are the SENCo's responsibilities?

- Supporting Class Teachers to plan and resource for children with SEN.
- Liaising with and advising teaching staff and TAs on SEN matters.
- Monitor provision of everyday practice.
- The daily implementation of the school SEN policy.
- Setting up in conjunction with the class teacher, a provision map for each class.
- Co-ordinating the provision for children with SEN.
- Overseeing the records of all children with SEN.
- Contributing to the in-service training of staff.
- Observing lessons and monitoring the differentiation of planning.
- Liaison with parents and external agencies including the LA's support and Education Psychology Service, Health and Social Services and Voluntary bodies.

What are the Head Teacher's responsibilities?

The Head Teacher has overall responsibility for all the children within school as well as those with Special Educational Needs.

What training is offered to the staff?

We offer a range of in house and external training for both Teachers and support staff. Recently our staff have had training on attachment, ADHD and dyspraxia. A number of Teaching Assistants have had training on Bonding through Play.

How will my child be included in outside activities?

Children will be supported to ensure that they can be included in outside activities and go on out of school visits by inviting parents to go along on the visit or by offering a Teaching Assistant on a one to one or small group.

How accessible is the school?

Most of the school is on ground level. We have a wheelchair lift available near the hall where there are a few steps. We have

ramps into school. We have a number of toilets with disabled access and a changing table which can be adjusted for height.

How will the school support my child?

Initially school will offer your child quality first teaching. Work will be appropriately differentiated for children and provide activities that are more challenging or at an appropriate level. Where it is necessary children will work in small groups or one to one when a child needs additional help.

What special resources do you have?

Within classrooms we use a variety of support mats including sounds and spellings of topic words. We use tripod pencils and pencil grippers to support those children who struggle with pencil grip. Every classroom has an Interactive Board. We use iPads and Fizzbook Laptop computers to support children in class. For many children we use a multi sensory approach which includes salt, sand, play dough, magnetic letters, water and paint. For children who find sitting difficult we have a number of move and sit cushions and 'tangles' (a twistable toy). We also have writing slopes which offer further support to children who experience difficulties with posture and writing position. We use cream paper and books for those children with Specific Learning Difficulties wherever we feel it is necessary.

We work alongside the Physiotherapy Service and Occupational Therapy to ensure that we have appropriate equipment for children who have additional physical difficulties.

How much support will my child receive and how is it decided?

In KS2 groups are kept small wherever possible to ensure that children get the appropriate time and attention they need. In other classes in school we have Teaching Assistants, Learning Mentors and additional Teachers. The support offered will depend on your child's need. Children will often work in small groups with an adult and where necessary a one to one support.

What if my child has a medical need?

A member of staff will meet with you and discuss what your child's needs are. We will complete a Care Plan with you to ensure that all your child's needs are met. We will ensure that there are staff who have the appropriate training or arrange training if it is

needed. We currently have staff trained to administer epi pens and our staff have also had epilepsy training. Our staff are trained first aiders and a number of staff have paediatric first aid training.

How are parents involved in their child's education?

Children with special educational needs who have an Education Health Care Plan or an Individual Education Plan / Individual Behaviour Plan or SEN Support Plan will be invited to meet with class teacher, SENCo and Learning Support Service Teacher (if involved) at least once per term. Parents and children will be asked what they feel that they need to help their learning move forward. This will now be recorded on a Special Educational Needs Support plan.

Parents are welcome to arrange a meeting if they feel that they need to, at any time to have further discussions about their child.

Useful links:

Rotherham SEND Local Offer is available at:

<http://www.rotherhamsendlocaloffer.org>

My Mind Matters web page (positive mental health and well-being) for young people in Rotherham:

<http://www.mymindmatters.org.uk/>