

Dinnington Community Primary School



SEND Information Report

September 2022

School Information:

School Name: Dinnington Community Primary School

Address: School Street, Dinnington, S25 2RE

Contact details: Mrs S Reason Head of School

Telephone: 01909 5500

Email: enquiries@dcp.wwpat.org

Website: www.dcpschool.co.uk

Age Group: 3 - 11

Number on roll: 176

Number on SEN register: 37

No with EHCP: 11

SEND Coordinator: Mrs R Larkin

Link to current SEND policy: www.dcpschool.co.uk

Do you focus on a particular specialism within school? No

Additional Information:

We are a fully inclusive school that works hard to ensure children's needs are met and that those with SEND are fully integrated into all aspects of school life. Class teachers work collaboratively with the SENDCo, Family and Inclusion Team and outside agencies to ensure that children within their care achieve success. Regular meetings with parents support the work carried out in school. We have high expectations and ensure that those who have SEND achieve and progress alongside their peers. Careful tracking of pupil data allows staff to closely monitor all groups of pupils, reviewing and implementing intervention as needed. There is an expectation that all SEND children can achieve national expectations for children of their age.

Summary of Services/Support at Dinnington Community Primary School				
		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	Access to ACT team for support and advice Access to learning support service for teaching and learning strategies EPS Medical services	• Pastoral Support – Teaching assistant • Designated chill areas available for use • Visual time tables in use in all classrooms • Staff trained in quality first teaching strategies for ASD children • Partnership working with parents to meet individual needs • Adjustments to school behaviour policies to meet individual needs • Access to Family and Inclusion Team for whole family support as well as support with medical/ CDU assessments for those children under 5 • Individual 1-1 support in class to support access to aspects of the curriculum children find difficult • Social groups to develop social skills delivered by nurture staff including a session around Autism awareness for children • 'Happy to be me' and/or 'Socially Speaking' programme • Support and advice from SENDCO • Access to School Nurse if appropriate • Enhanced transition throughout school and continue into secondary provision • Inclusive environment sympathetic to the needs of all children with difficulties • Opportunities to take part in all aspects of school life including residential visits with appropriate adjustments made for individual children • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	• Good level of multi-agency working with a range of agencies. • 1:1 TA support as outlined in EHCP • Regular IEP review meetings with agencies and parents • Annual Review • Liaison with and support with school placement provision if necessary.

Speech, Language and Communication	Refer to SLT LSS EPS	• Differentiated curriculum where appropriate • 1-1/small group support on a needs basis. • Support and advice from SENDCo • Individualised programmes followed to improve speech and language	• Good level of multi-agency working with a range of agencies. • 1:1 TA support as outlined in EHCP
------------------------------------	----------------------	---	--

			• Staff training and development supported by Speech therapy service • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	• Regular IEP review meetings with agencies and parents • Annual Review • Liaison with and support with school placement provision if necessary.
Cognition and Learning Needs	Moderate Learning Needs	LSS	• Enhanced transition throughout school and continue into secondary provision • Inclusive environment sympathetic to the needs of all children with difficulties • Support of Family and Inclusion Team • Work in nurture style groups as needed • Opportunities to take part in all aspects of school life including residential visits with appropriate adjustments made for individual children • Differentiated curriculum and resources • Quality first teaching strategies • Individualised learning programmes planned by class teacher • small group support in class to enable access to the whole curriculum as appropriate • Individual learning targets • Support and advice from SENDCO • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	• Good level of multi-agency working with a range of agencies. • 1:1 TA support as outlined in EHCP • Regular IEP review meetings with agencies and parents • Annual Review • Liaison with and support with school placement provision if necessary.

	Specific Learning Difficulties	LSS EPS	• Enhanced transition throughout school and continue into secondary provision • Inclusive environment sympathetic to the needs of all children with difficulties • Opportunities to take part in all aspects of school life including residential visits with appropriate adjustments made for individual children • Differentiated curriculum and resources • Quality first teaching strategies • Individualised learning programmes	• Good level of multi-agency working with a range of agencies. • 1:1 TA support as outlined in EHCP • Regular IEP review meetings with agencies and parents • Annual Review • Liaison with
--	--------------------------------	------------	--	--

			planned by class teacher • small group support in class to enable access to the whole curriculum as appropriate • Individual learning targets • PAT or other programmes delivered by TA for those with specific literacy difficulties • Numbers counts and other maths intervention for those with numeracy difficulties • Support and advice from SENDCO • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	and support with school placement provision if necessary.
Social, Emotional and Mental Health Needs	Social Needs	CAMHS EPS Behaviour Support Social Care as appropriate	• Pastoral teaching assistant providing individualised support programmes tailored to needs of children • Range of programmes delivered by a fully trained member of staff: Bereavement and loss, Sexualised behaviour, Attachment • SENDCO & Family and Inclusion Team engaging all agencies in Family CAF • School Nurse • Individualised work with families using Family and Inclusion Team • Specific Referral process for those under five • Enhanced transition throughout school and continue into secondary provision • Inclusive environment sympathetic to the needs of all children with difficulties • Opportunities to take part in all aspects of school life including residential visits with appropriate adjustments made for individual children • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	• Good level of multi-agency working with a range of agencies. • 1:1 TA support as outlined in EHCP • Regular IEP review meetings with agencies and parents • Annual Review • Liaison with and support with school placement provision if necessary.

	Emotional Needs	CAMHS EPS Behaviour Support Social Care as appropriate	• As Above • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	
	Mental Health Needs			
Sensory and Physical Needs	Hearing Impairment Needs	Hearing Impaired Service	• Adjustments made for individual children • Radio aids available in school if required • Specific evacuation plan if required • Specific risk assessment and/or	• Good level of multi-agency working with a range of agencies. • 1:1 TA support

			behaviour support plan if required	as outlined in EHCP • Regular IEP review meetings with agencies and parents • Annual Review • Liaison with and support with school placement provision if necessary
	Visual Impairment Needs	Visually Impaired Service	• Appropriate differentiated resources • Access to relevant ICT equipment including IPADS • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	
	Multi-Sensory Impairment Needs		• Appropriate adjustments made for individual children • Use of sensory questions to identify needs and plan relevant support programmes tailored to individual needs • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	
Physical and Medical Needs	Physical Needs	OT	• Wheelchair access throughout school • Disabled toilets • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	
	Medical Needs	School Nurse	• Care plans in place for individual children • Specific evacuation plan if required • Specific risk assessment and/or behaviour support plan if required	

Type of Support	Details
Whole school Behaviour Strategy/System	As a school, all staff have a positive approach to behaviour management. Rewarding 'good' choices and encouraging self-motivation and self-discipline are very important. Children are organised into 4 school teams and are rewarded with team points for behaviour relating to our three key values: Ready, Respectful, Safe.
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	Support in class from a teaching assistant to access the curriculum. Focussed small group teaching All learning planned and delivered by class teachers Independence taught as a specific skill, rewarded and encouraged
Support/supervision at unstructured times of the day including personal care	Identified 'time out' spaces for those who need it. Personal care plans drawn up and agreed with parents. Lunchtime/ Playground support for identified children.

Planning for, assessment of, and identification of children with SEND	Where children are identified as making no progress or where the attainment levels are very low in relation to peers and this is clear there is an issue and not merely as a result of underachievement, termly interventions are planned and delivered as part of pupil progress action plans. Discussions with class teachers as to what is hampering progress. Interventions are put into place with appropriate timescales for measurement of impact. Children continue to make no progress discussions held with SENDCO who will advise of further strategies to implement. Where these are exhausted, SENDCO will hold further discussions with Head teacher and agreed approaches including referral to agencies are then put into action. Termly planning meetings are held with EPS, LSS ACT where children are
--	---

	discussed and referred to the appropriate service for further assessment. Occasionally, parents may approach class teacher/Head teacher/SENDCO and request assessment for specific needs. School will offer advice and if in agreement, will refer to the appropriate agency.
Staff training for meeting needs of children with SEND	Autism Awareness Teaching assistant- Dyslexia Trained Deaf Awareness Team Teach Speech and Language Attachment SEMH Positive Behaviour Management Downs Syndrome training Makaton Other specific training as required SENDCO – Is completing the nationally recognised qualification
Liaison/communication with parents	Access to support and advice when needed – Class teacher and/or SENDCO/Head Teacher/Family and Inclusion Team Positive working partnerships developed Termly progress Reviews- sharing of tracking data/targets SEND review meetings – One Page Profiles/Annual Reviews/Transition
Liaison/communication with children and young people	Child friendly One Page Profiles drawn up in consultation with children 1-1 Review meetings Termly Positive relationships between children and adults open communication is encouraged Attendance at progress review meetings with parents Designated adults to talk to allocated
Liaison/communication with External Services	Termly planning meetings Access to support and advice when needed Positive working partnerships developed Regular on-going support provided
Access to medical intervention or provision for medical needs	Appropriate staff first aid trained Appropriate staff EPI Pen trained Appropriate staff trained in Diabetes Procedures and policy in place for administering medicines Assistant SENDCO leads on this area
Transition Provision	Enhanced transition programme in place – all year groups, all phases including liaison with secondary provision to plan to meet needs Early transition in place- all year groups all phases including secondary Visits supported by teaching assistants as appropriate