



SEND Staff Meeting

Wednesday 14th September

What will we cover tonight?

- SEND at Dallimore information
- Teacher support booklet
- SEND individual files - what should be included and what shouldn't
- The SEND register - are we as up to date as possible?
- Provision Maps
- Writing a good IEP
- Classroom basics to remember and the use of work stations.



SEND - Special Educational Needs and Disabilities

Dallimore Primary and Nursery
School



Contents

- What is SEND?
- How can SEND be identified?
- What should you do if you are worried about your child?
- How are children with SEND supported?
- How is progress and achievement monitored for children with SEND?

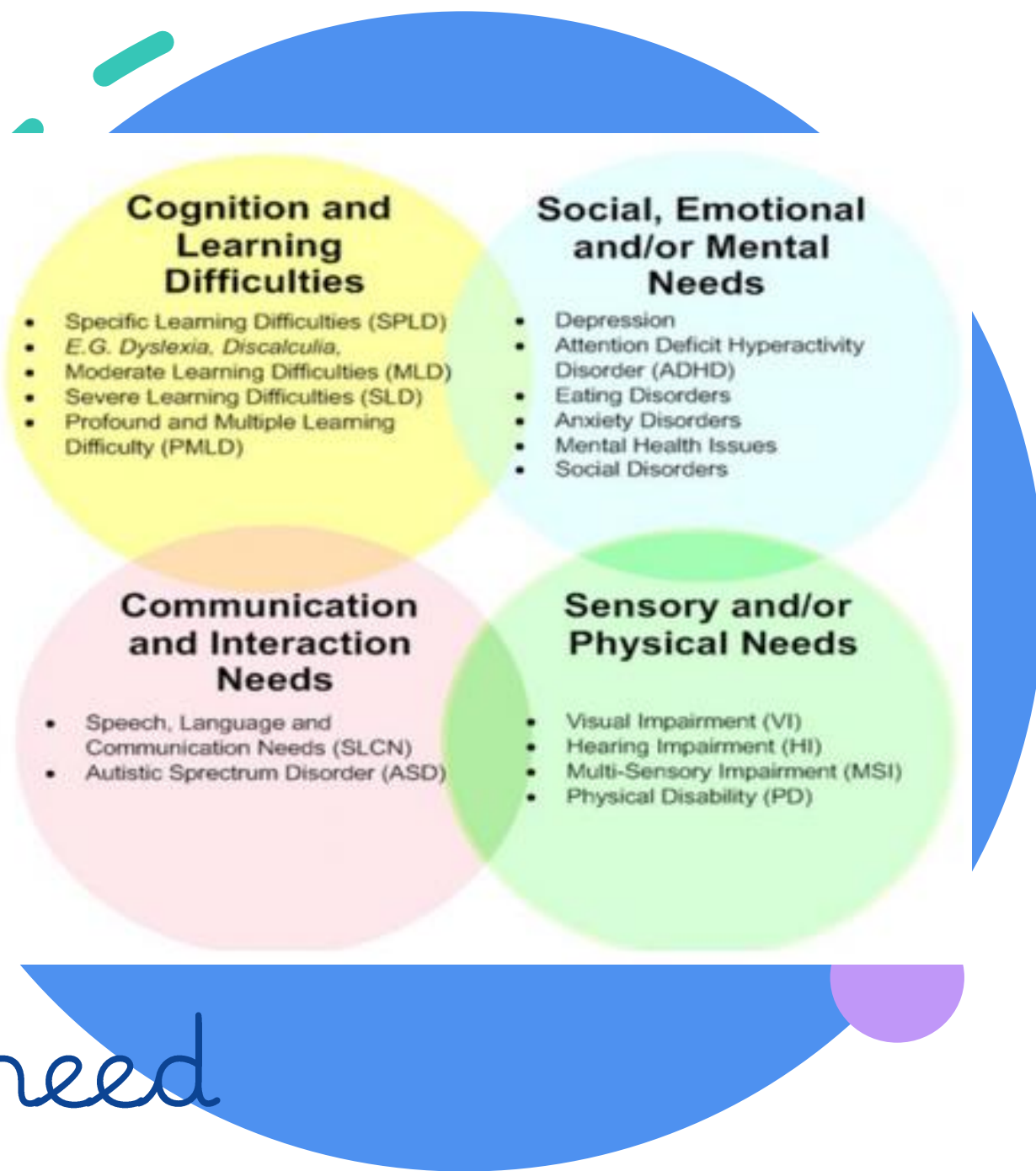
What is SEND?

The SEND Code of Practice states that:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



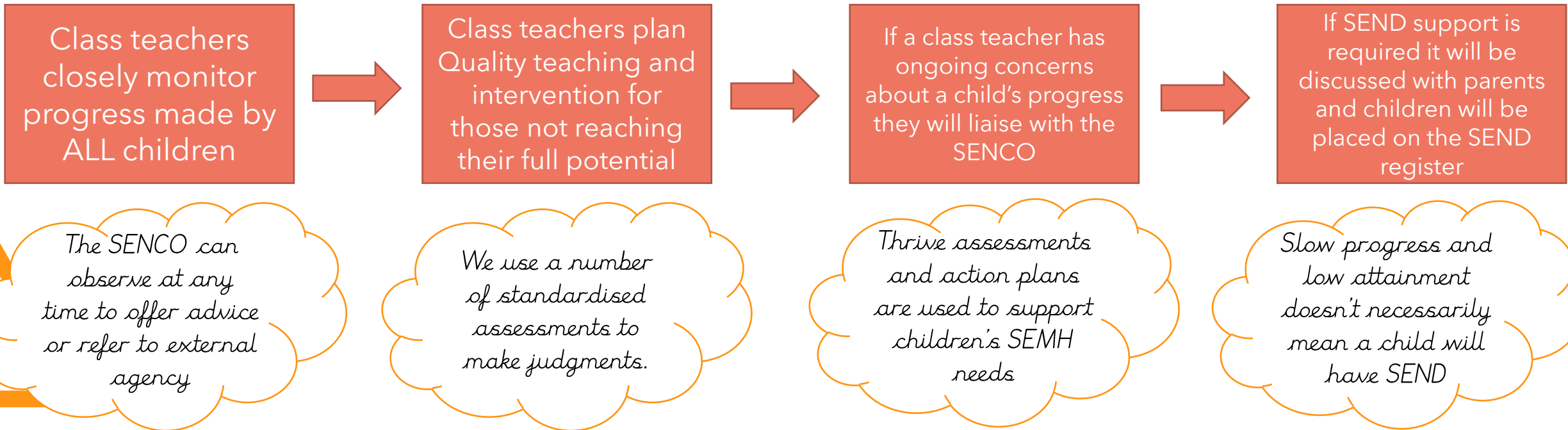


If children have SEND identified, they will be put onto our SEND register with their primary need identified as one of these four broad areas. This helps us to focus their provision and targets with the appropriate resources.

Areas of need

How is SEND identified?

- We assess each child's current skills and levels of attainment on entry to the school, which will build on previous settings information. Class teachers will make regular assessments of progress for all children and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap



What can you do if you're worried about your child?

- We are always happy to talk to you about any worries you have about your child.
- Your first point of call should be your child's class teacher.
- Following this, a meeting with the SENCO may be necessary.



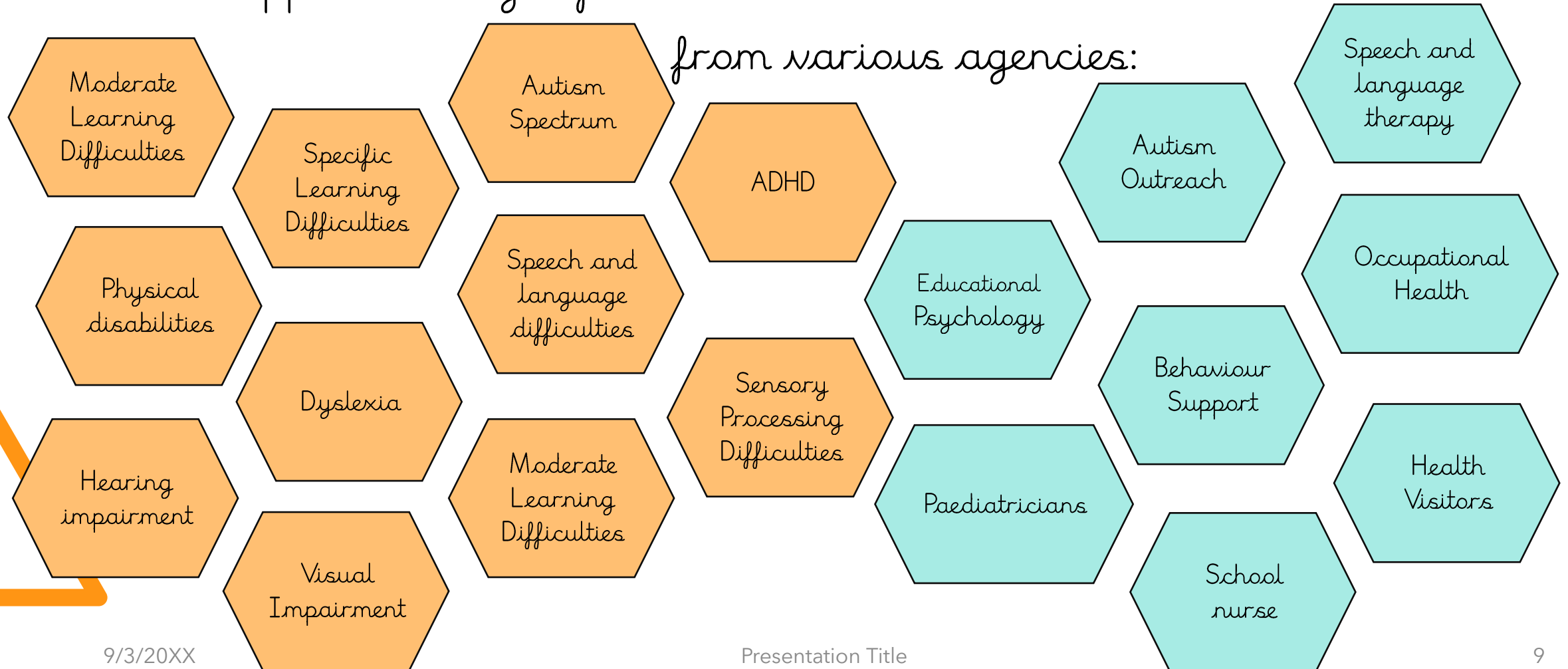
kclemens@dallimore.derbyshire.sch.uk

Mrs Clemens is
the SENCO.

How are children with SEND supported in school?

- We support a range of additional needs in school. We take advice

from various agencies:



How are children with SEND supported in school?

At Dallimore Primary School, 'Every teacher is a teacher of every child'. To achieve this, we ensure the needs of all children are met. Sometimes this will mean that a child will be identified as having special educational needs or a disability (SEND), and additional support may be required.

Our intention is to provide **Quality First Teaching** for all children in each classroom in order for children to access the very best education. In each classroom adaptations and adjustments in resources, and support can be made to scaffold learning in all subjects. Sometimes targeted interventions are used in order to bridge gaps in children's knowledge or to pre-teach and reinforce taught subjects.

Staff are supported to include children with SEND in their classrooms.

Interventions

Word
Shark

Number
Shark

Toe by
Toe

We use a small number of effective interventions in school to support learning and emotional well being.

Thrive

TRUGs

Speech
link

BR@P

Precision
Teach

Plus One

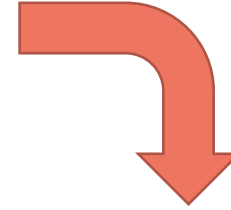
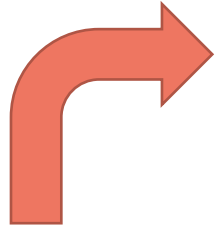
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Assess, Plan, Do, Review?

For all children with SEND we closely follow this process.

Assess

School use a range of resources to assess whether a child has a specific need. This will include teacher assessment and guidance from external agencies. The school SENCO will support staff in the assessment of need



Plan

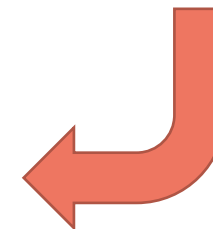
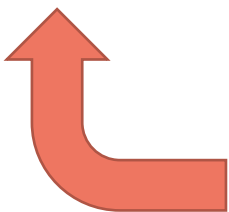
With parental agreement, an IEP will be produced, providing personalised targets. Class teacher, SENCO and parents/ carers make the joint decision to place the child on the SEND Register.

Review

IEPs are reviewed termly with staff evaluating support. Small steps of progress are monitored by the class teacher. External agencies may be involved for support or assessment, where required.

Do

Staff will plan to include the child in the learning in the classroom & deliver specific interventions tailored to your child's needs. Progress towards targets will be recorded. Children will receive support from any relevant external agencies.



How is the curriculum matched to children's needs?

- Our curriculum is designed to ensure that all children, including children with SEND, are able to make good progress and learn the key knowledge and concepts identified by subject leaders. Our curriculum is ambitious for all children. To ensure that all children have the best possible chance of being successful with the curriculum, learning is broken down into small steps in each subject and component parts of learning are mapped out to ensure that children are well-prepared for the next lesson in the sequence of learning. Regular retrieval practice is a key feature of lessons to ensure children secure knowledge in the long-term memory. Planned checks for understanding are built into lessons to ensure that children are confident with the new content taught within a particular lesson. Opportunities in lessons are provided for children to rehearse and secure new knowledge.

- To support your child's needs, we recognise we need to be responsive to information about learning, then adjust teaching to better match your child's needs. This is known as adaptive teaching.
- **Principles of Adaptive Teaching:**
 - We recognise that children are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
 - We seek to understand children's differences, including their different levels of prior knowledge and potential barriers to learning, as this is an essential part of teaching.
 - We adapt teaching in a responsive way, including by providing targeted support to pupils who are struggling. We know this is likely to increase pupil success.
- When required, different ways of teaching are in place so that all children are fully involved in everything we do. This may involve things like using more practical activities or the use of a range of visual aids. Each class has at least one teaching assistant (TA) who works alongside the class teacher to ensure all children are supported to reach their full potential.
- We respond to the needs of individual children. For example, this could be through using dyslexic friendly fonts, providing over-sized copies of worksheets, using coloured paper and IWB backgrounds, providing individual word and number lists, special pens/pencils or a sloping writing board. Some children may need a visual timetable or an individual reward chart.

How accessible is Dallimore Primary and Nursery School?

- Our school is fully compliant with DDA requirements. We have an up to date Accessibility Policy.
- The school is mainly on one level, although there are some steps and a ramp between the top and bottom playgrounds. There are two disabled toilets located in the KSI block and just outside the school hall.
- We ensure that all equipment is accessible to all children. Extra curricular activities are also accessible to all.
- We complete risk assessments when appropriate, to ensure all children can access off site and residential trips.



What funding is available?

The school budget received from Derbyshire LA, includes money for supporting children with SEND. Different children will require different levels of support to help them achieve their full potential. The Headteacher will decide on the deployment of resources and staff for children with SEND, in consultation with the SENCO and governors.

School can apply for TAPs and GRIP funding to support children for short periods.

Some children will have gone through the Statutory Assessment Process and have a statement of special educational needs or an Education Health Care Plan (EHC plan). The local authority may provide additional funding for these children depending on the level of need identified.



What role does the Local Authority play?

Local Authorities are required to publish and keep under review information about the services that are available for the children and young people with Special Educational Needs aged between 0 and 25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

<https://www.localoffer.derbyshire.gov.uk/home.asp>



DERBYSHIRE LOCAL OFFER

Where else can you find support?

- Autism - Information and support

<https://www.youtube.com/watch?v=VAogdfYPstU> - Autism by autistic young people

<https://www.youtube.com/watch?v=Ezv85LMFx2E> - Autism awareness

<https://www.youtube.com/watch?v=Lk4qs8jGN4U> - What is Autism?

<https://www.autism.org.uk/> - The National Autistic Society

Pathological Demand Avoidance

<https://www.youtube.com/watch?v=diHUmhPWXUY> - What is PDA?

<https://www.pdasociety.org.uk/> - The PDA society

<https://www.pdasociety.org.uk/wp-content/uploads/2020/01/Positive-PDA-booklet.pdf> - How to support children with PDA in school



Teacher Support Booklet

- This is to be read through.
- First point of call when we notice children struggling in our classrooms

SEND Pupil files

Contents

- Provision map highlighted
- IEP
- Speech and language information
- Thrive action plan
- Assessments (SSSEN) or Formative footprints if required and tracking information isn't available on itrack.

These are working documents, can be scribbled on and adapted and adjusted.

