



**Dunston Hill**  
Community Primary School



# Special Educational Needs Information Report

**The following information outlines the support and provision that pupils with Special Educational Needs (SEN) can expect at Dunston Hill Community Primary School.**

## Introduction

Dunston Hill is an Inclusive School and as such it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the SEND Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical

## What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. High quality teaching differentiated for individuals is provided for all pupils who have or may have SEN. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement.

To assist with the early identification of pupils with special educational needs, the class teacher and the SENDCo will consider all information gathered from within the school and will include early discussions with the pupil and his or her parents/carers. Assessments and observations will be carried out alongside the teacher providing a detailed picture of the individual. If SEN provision is required, it will be based on the desired outcomes along with the expected progress and attainment. The views of pupils and their parents/carers will be included.

### Support in School

When a child is identified as needing SEN support, we will take action to successfully identify and remove barriers to learning and put effective SEN provision in place.

### Assessments

The class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be matched to the child's need in order to overcome the barriers to learning.

### Planning

The class teacher and the SENDCo will agree in consultation with parents/carers and the pupil, any adjustments, support and intervention to be put in place. All teachers and support staff who work with the pupil will be aware of the pupil's needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

### Intervention

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class, they will also remain responsible for the pupil. Alongside the SENDCo, they will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

### The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve small groups of children being withdrawn to work with a TA, HLTA, Learning Support Worker or the SENDCo
- additional adult time to administer the nature of the planned intervention and also to monitor its effectiveness
- staff development and training to introduce more effective strategies.

Parents/carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENDCo will support further assessment of the child where necessary.

## How do we identify children with special educational needs in school?

Where a special educational need has not previously been recognised, information from a range of sources may be used.

At Dunston Hill, we have an open-door policy where we encourage parents/carers to talk to the class teacher and/or the SENDCo about any concerns they have in regard to their child's development or learning.

Class teachers and teaching assistants monitor and assess all children closely. If they have a concern about any areas, they would discuss this with the parents/carers and SENDCo. Class teachers will have a discussion with SENDCo to gain a detailed picture of the individual. At this point, it is likely that the SENDCo would arrange follow up action from the meeting, often observing the child or carrying out some more detailed assessments.

Parents/carers would then be invited into school to talk about the outcome and informed of the next steps that will be taken. This could be interventions run by trained staff or referral to an appropriate agency who would be able to carry out further assessments, possibly leading to a diagnosis of a specific difficulty. Parents/carers will be kept up-to-date about the progress their child is making.

The Process Map outlines the possible routes that may be taken when identifying and assessing need.

## Monitoring Children's Progress

The school's system for assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his peers from widening
- closes the attainment gap between the child and his peers
- better the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

To help children with special educational needs at Dunston Hill Community Primary School, we adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school may record the steps taken to meet the needs of individual children using a Learning Plan and possibly a provision map. The SENDCo will have responsibility for ensuring that records are kept and are available when needed. If we refer a child for statutory assessment for an Education Health and Care Plan, we will provide the local authority with a record of our work with the child to date. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue.

## How do we make changes to the curriculum to ensure it is matched to the pupils need?

(Curriculum and assessment.)

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

At Dunston Hill Community Primary School, we follow a creative curriculum which builds on previous learning and children's interests. Our focus is to teach children the skills that they need to be independent and creative problem solvers. Teachers differentiate (where appropriate – this could simply be the 'depth' of learning) work to meet the needs of all children, taking into account their starting point and prior learning.

Children with identified special educational needs, requiring extra support, will be supported to access the learning in their classroom. This might include adapted work, a visual schedule and physical breaks. Throughout the mornings there is a teaching assistant across each year group working alongside the teachers. This enables the class teacher to deliver extra support during lessons to those who require it. Work is differentiated (often simply by 'depth') to meet the needs of all children. Where necessary, a personalised curriculum will be delivered. For some children with special educational needs, visual timetables, visual prompts, simplified instructions and so on, are useful tools which enable them to access the curriculum. The SENDCo, or a Liaison Teacher from the local authority's High Incidents Needs Team, will inform class teachers where such resources are to be used.

Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we know that some children with significant needs require support in a group or individually with a teacher, teaching assistant or the Learning Support Worker to access the curriculum at their level.

Teachers assess children's learning during each lesson and provide the Assessment Lead and Headteacher with information relating to progress and current attainment each term. Each term, the Assessment Lead meets with each class teacher to talk about the progress the children are making. For children who have not made expected progress, or whose attainment is below that of expected level, a discussion will be held to decide what strategies/action should be taken to support the pupil to make progress.

For children who are not accessing the national curriculum for their age, teachers assess the smaller steps that they take with their learning to ensure that our pupils with a high level of SEN make progress in line with other pupils with a similar difficulty. Children not making expected progress may have a time-limited intervention that will be assessed at the start and end to ensure progress is being made.

A referral to an outside agency may be made when progress is well-below the expected standard if an intervention programme is not considered to be appropriate or where the indicators suggest a specific need or condition.

## What expertise and training do staff receive to support children with SEN?

(Training)

legislation and trained on the procedures to be followed when identifying children with special educational needs. In addition to this, the SENDCo ensures staff are aware of the broad areas of need that may impact on children's learning. Teachers have undergone training on the significance of early identifications of special educational needs, processes to be followed and actions to be taken to ensure all children reach their potential. Staff within school have different levels of expertise to support pupils with special educational needs. All students and trainees receive training from the SENDCo on the SEND code of practice 2014 and meeting children's needs.

**Awareness** – this is basic awareness of a particular type of SEN. All staff who meet the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

**Enhanced** – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, teaching assistants and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by the SENDCo, SENIT, Educational Psychologist, staff from special schools or other specialist services.

**Specialist** – this is in-depth training about a particular type of SEN for staff who support pupils at an enhanced level.

If a child has a specific need, they will be given extra support from outside specialists (they can come in to offer training in the specific area). The school employs a Learning Support Worker (part-time) who supports children that have difficulties in English and/or difficulties processing information and/or difficulties with short term memory.

SENDCo, Teachers, HLTAs and TAs provide the following:

- pre and post teaching (predominantly for English and Maths)
- vocabulary club (predominantly KS2)
- Reading Plus (KS2)
- Lexia reading programme (KS1)
- 1:1 and small group cognitive skills activities, focusing on skills such as memory, concentration, logic
- two members of staff are Forest School Teachers
- all staff are trained to deliver Read, Write Inc and Literacy and Language
- sensory Circuits (Early Years and KS1)
- black Sheep Press (Early Years)
- IT Kit (Early Years)
- Early Talk Boost (Early Years)
- Social, Emotional and Mental Health nurture group sessions (provided by Family Support Worker)
- Red Beast therapy – feelings and emotions (provided mainly by Family Support Worker)
- other tailor-made intervention to target individual needs, e.g. place value, spelling.

The school regularly accesses support from the following services:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- High Incidents Needs Team (HINT) liaison teachers: specific learning difficulties; speech, language and communication; autistic spectrum disorders; physical disabilities
- Low Indents Needs Team (LINT) liaison teachers; advising staff on provision for children with visual and hearing impairments.

- Early Years Assessment and Intervention Team
- Behaviour Support Service
- Educational Physiologist Services
- Children and Young Person Services
- Emotional Well Being Team.
- Area SENDCo

We have a school nurse, who we signpost parents/carers to and who we seek advice from.

[www.dunstonhillcps.co.uk](http://www.dunstonhillcps.co.uk)

# How are parents/carers informed about their child's needs and the support they receive?

(Parents/carers and young people)

Parent/carer evenings are held twice a year, in the Autumn and Spring terms, and all children receive an annual school report. Where an area of special educational need has been identified, and an individualised programme put in place, which is shared with parents/carers on a termly basis. As part of this process, pupils will reflect on their achievements and be clear about the areas that they will continue to be supported in developing.

As stated previously, the school has an open-door policy; parents/carers should always contact the class teacher if they have any concerns regarding their child. The class teacher may then arrange a meeting with the SENDCo and/or other agencies working with the child.

If a parent is concerned about something that has happened in school, they can contact the SENDCo to arrange a meeting to discuss the issue and discuss the way forward. It is always our intention to work closely with parents/carers in the best interests of the child.

Outside agencies typically write reports and send these to the child's home address. Parents/carers are invited in for meetings to feedback any findings from the reports. We then discuss with the parents/carers and other professionals the next steps for the child.

## How are the children's needs planned for with parents/carers?

As a school we look at the child's needs first and discuss different options for support with parents/carers. We might decide that a child would benefit from having an intervention to support their learning and move them on. The SENDCo, in discussion with teaching staff and parents/carers, may decide to refer to an outside agency. We may also look at whether a child would benefit from having additional 1:1 support from an adult. If this is the case, we would go to the local authority to apply for extra funding for that child. The local authority would then make a decision as to whether the child needs extra support or whether as a school we could provide what the child needs without extra funding.

Some children have a Learning Plan, which sets targets for the children to work towards achieving over the term. These plans address the 'barriers to learning' focusing on developing learning strategies that will enable the child to access the curriculum.

## How does the school support children during the next stage of their education?

(Transition)

### Transition to a new school

The majority of our children leave us in Year Six and join one of the local Gateshead secondary schools. Our children attend transition visits to their new setting. We make recommendations to the school about what provision each child needs in order to access the curriculum. If necessary, we organise additional transition visits where the SENDCo attends the school with the pupil and/or parents/carer for an initial visit. This might include becoming more familiar with the school building and learning about the timetable.

The SENDCo from the new school is invited to attend Annual Reviews for Year Six pupils who have an Education Health and Care Plan so actions for the following year can be agreed.

### Transition to our school

The majority of children will be with us full time very quickly. However, where a special educational need is known, the length and the nature of transition to our school is planned around the needs of the child. Where a child has an Education Health and Care Plan, and they are transferring to our Early Years setting, we would recommend that the SENDCo attends an Annual Review meeting beforehand. Similarly, the SENDCo and the new class teacher will visit a child with an EHCP transferring from another primary school before the move (If the child is moving from outside the area, the SENDCo will talk to the previous class teacher and SENDCo). They will then be clear about the agreed actions and make any necessary arrangements in preparation for the child starting school. Our priority is that the child has a positive experience of visiting our school from the outset. Parents/carers often attend one or two of the transition visits with the child. The transition process is reviewed daily with the family and adjusted as necessary. Pupils will receive a booklet, which contains pictures of the school, their teacher, teaching assistants and children in their class if they have an Education Health and Care Plan. We ask that parents/carers look at this with their child frequently to help prepare them for joining us.

## Local Offer

Gateshead has published a Local Offer which sets out information about provision available across education, health and social care for children and young people in the area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

*It can be located at:*

<https://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx>

## SENDCo: Miss V Tuart

Working as part of the Senior Management Team, I work closely with all staff in school, parents/carers, outside agencies and colleagues throughout the Local Authority. I have the responsibility of co-ordinating the provision made for individual children with Special Educational Needs and/or Disability. Support is available through:

- giving advice on issues related to Special Educational Needs and Disability
- meeting with parents/carers to discuss any concerns they may have about their child's development or learning difficulties
- assessments of individual pupils to identify needs
- liaison with a range of external agencies.

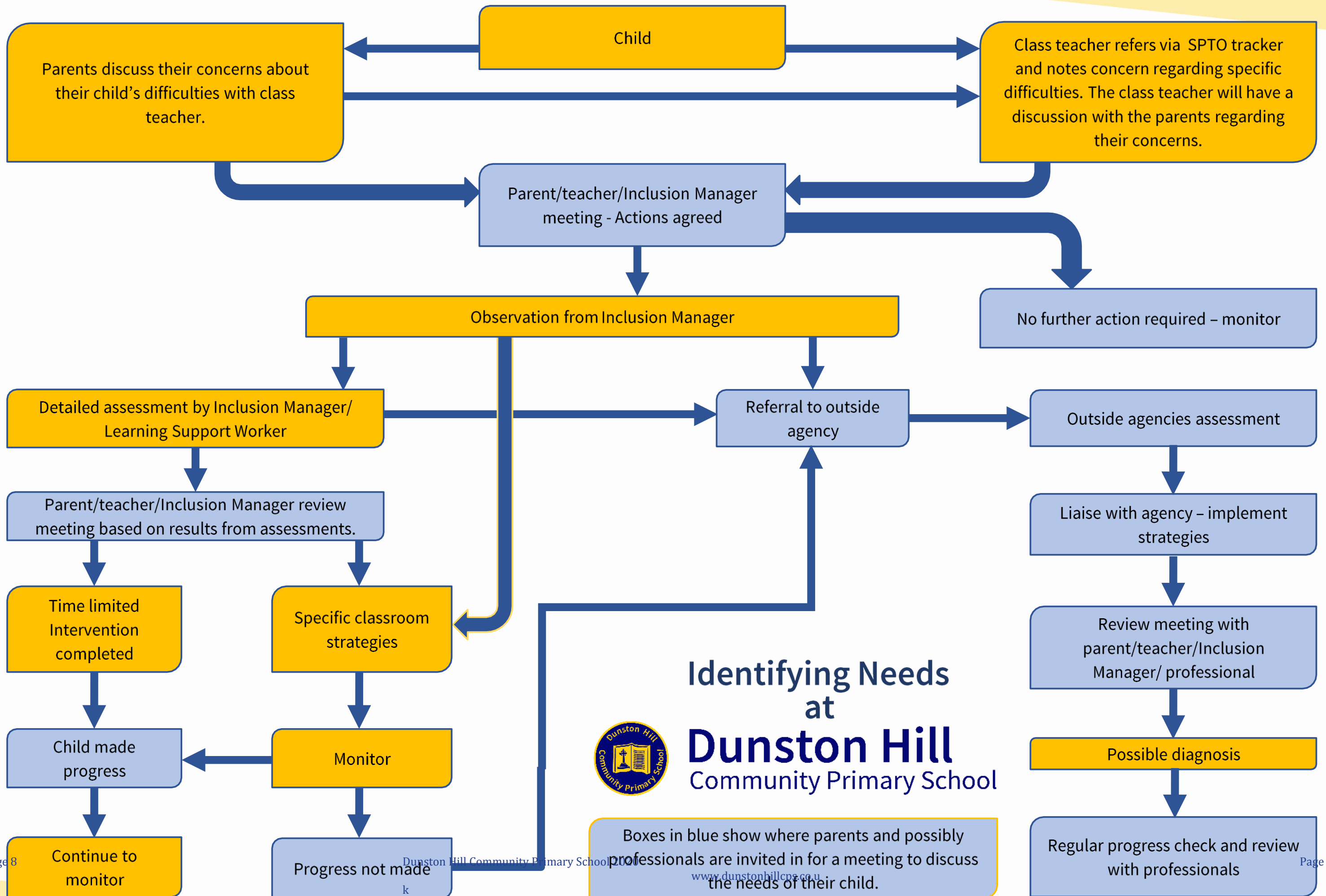
## Complaints Procedure

Parents/carers can contact school by telephone, email, letter or in person by an appointment. Concerns about provision for pupils with special educational needs and disabilities should be referred to Miss V Tuart, our SENDCo.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carer. The service is available whether or not the young person has an Education, Health and Care Plan.

**SENDCo:** Miss V Tuart

**Date:** March 2020







# Dunston Hill

Community Primary School

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