**SEND (Special Educational Needs and Disability)**

**Information Report 2020/21**

From September 2014 all schools and academies have been required to publish information about their Special Educational Needs and Disability (SEND) provision. In Dorset, this forms part of a Local Offer, which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing children for adulthood and leisure can be found on this dedicated website; <https://www.dorsetforyou.gov.uk/localoffer>.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of our children and we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children have different needs and require different learning strategies and approaches. It is crucially important to us that our children enjoy high self-esteem and take part in and contribute fully to school life.

**Provision**

SENCO - Mrs Jo Wainewright – working pattern Wednesday afternoon, all day Thursday and Friday.

SEN Governor - Mrs Diane French

Qualified teacher in every class:

* Quality first teaching with appropriate, targeted differentiation in place according to pupil need
* Additional adult support where necessary to complement the work of the teacher
* Use of small group work
* Personalised provision where appropriate through targeted, time-limited programmes

Non class based teachers:

* Two 0.5 teachers to provide extra group support and to cover PPA, ensuring continuity for pupils. They liaise with class teachers to offer targeted group support according to need, particularly to close gaps post Covid-19 Lockdown.

Excellent TA support:

* Full time TA support in every class
* 2 ELSA Trained TA’s

Direct liaison with specialists from outside agencies e.g. Speech and Language, Educational Psychology, CAMHS, Occupational Therapy, Behaviour Support, specialist SEN teachers

**Identification of Children with Specific Difficulties**

Children are monitored and assessed regularly through informal and standardised testing. Those children needing extra help are quickly identified and concerns are discussed with parents. If parents have concerns about any aspect of their child’s learning or development they should speak to the class teacher as soon as possible. The SENCO or Head teacher are available should further discussion be required.

**Support for the Child**

* Children with specific difficulties have individual teaching plans. A model of assess, plan, do, review is followed
* These plans are reviewed at least three times a year with parents and pupils and new targets set if appropriate
* Detailed records are kept of intervention work and children's progress and these records are shared with parents
* Parents’ and pupils’ contributions are valued and contributions form part of the teaching programme
* Staff receive specific training where appropriate e.g. if working with a hearing impaired child

**Preparing for the Next Stage of Education**

* Children are helped to become as independent as possible through specific teaching of life and self-help skills
* There are good transition arrangements including sporting and musical events as well as visits from the relevant Middle Schools.
* Children enjoy a full transition day
* Additional, individual visits are organised where appropriate for the child and their parents
* Staff from Hampreston and the Middle Schools meet to ensure thorough transfer of information and strategies for forward planning

**Parental Involvement**

* Detailed records are kept of all intervention work and children’s progress and these records are shared with parents. We have daily reading record and ‘link’ books where needed for regular contact between home and school.
* At parent meetings and IEP reviews children's progress is discussed (3x annually). Targets are discussed with parents, who are also given ideas about how they can support their children's learning.
* Parent workshops are run on a regular basis to enable parents to gain a deeper understanding of pupil expectations, strategies and approaches. This enables them to support their child at home.
* School has an open door policy. Concerns and queries are best dealt with as they arise.
* School welcomes the involvement of parents.
* The relationship between home and school is crucial in ensuring that children reach their full potential. School fosters very close links with all families.

**Allocation of Resources**

Resources are allocated according to need. The school invests heavily in TA support to support the well-being of all children and in particular those with specific needs. In consultation with external agencies, specific resources are made available to support pupils' needs if required.

**Adaptation of the Curriculum**

* All children access a abroad and balanced curriculum but work is differentiated to match the abilities of different groups of children. Advice from external agencies, medical services and parents is followed and curriculum, resources etc., purchased or modified as appropriate.
* Adaptation of the school day / timetable if appropriate

**Children’s Well – Being**

* Teachers and teaching assistants are all aware of individual children’s needs across the school
* Midday supervisors are aware of children’s physical, social and emotional needs if appropriate
* Individuals are supported through specific teaching of social and emotional skills where appropriate, using a range of materials and approaches
* There is a strong nurturing presence with a full-time TA in every class
* Medicines can be administered to children with written parental request
* Facilities are available for the administration of personal care

**Training in respect of SEN**

* Understanding Attachment - March 2017
* How can I create an autism friendly environment? - November 2017
* Inside I’m Hurting – May 2018
* Two TAs have been ELSA trained (Emotional Support)
* Dyslexia webinar – March 2021

**Accessibility of the School Environment**

There is disability access to the building although we are a split level site and some access requires external transitions. Accessible changing and toilet facilities are available.