

Dothill Primary School SEND Offer 2023 / 24



Local Offer for Children with Special Educational Needs and/or Disabilities

All Telford and Wrekin maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The information below details to offer within the school and ways in which parents and children may access the support required.

To find further information regarding Telford and Wrekin Local offer follow this link.

<https://www.telfordsend.org.uk/site/index.php>

Our SEND School Offer

Welcome to our SEND school offer. We hope you will enjoy reading about the variety of ways in which Dothill Primary School is able to support SEND pupils to reach their full potential.

Our SENDCo (Special Educational Needs and disability coordinator) is: Mr Matt Johnson

Our Governor with responsibility for SEND is: Mrs Laura Goodfellow

Head Teacher: Mrs Becca Butler

Every pupil at Dothill has the opportunity to follow all National Curriculum subjects.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include after school interventions, short-term specific interventions, home-school interventions and other learning interventions developed on an individual needs basis.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/ OR DISABILITIES at Dothill:

| School based information | People | Summary of responsibilities |
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| <p>Who are the best people to talk to at Dothill about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p> | | |
| <p>Class/subject teacher (s/he is recommended as the first point of contact if you have any concerns).</p> | | <p>The class teachers are responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENDCo as necessary. • Writing APDR's (Assess, Plan, Do, Review document), sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p><i>Contacted by: speaking to them at the end of a school day to arrange an appointment, emailing or telephoning the school.</i></p> |

Mr Matt Johnson
The Special Educational Needs
Co-Ordinator (SENDCO)

The SENDCo is responsible for:

- Coordinating all the support for children with special educational needs and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are progressing
 - fully involved planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write APDR's (Assess, Plan, Do, Review documentation) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by telephoning the school to make an appointment or emailing dothill.primarysend@taw.org.uk

Teaching Assistants (TA's)
may be allocated to some
pupils with SEN and or
disabilities

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities.

A child may receive support from a number of adults and a conversation with the class teacher or SENDCo will give you a fuller picture than may be obtained from a single supporting adult. We believe that children should be supported appropriately and be encouraged to develop independence where possible.

Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. For children who travelling on Local Authority transport, this

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| <p>Mrs Becca Butler Head teacher</p> | <p>dialogue is often made through the daily contact book, which gives information on your child's learning during the day and advice for strategies and activities you may want to use.</p> <p>The head teacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p><i>Contacted by telephoning the school to make an appointment.</i></p> |
| <p>Mrs Laura Goodfellow SEND Governor</p> | <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p><i>Contacted by writing to the SEN Governor via the school office.</i></p> |

B. HOW COULD MY CHILD GET HELP IN SCHOOL?:

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

| Types of support that can be provided to your child | What would this mean for your child? | Who can get this kind of support? |
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| 1. What are the different types of support available for children with SEN and /or disabilities in this school? | | |
| <p><u>Class teacher input via good/outstanding classroom teaching.</u></p> <p><u>Specific small group work.</u> This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has received training to run these groups. <p>These are often called Intervention groups by schools.</p> | <ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • S/he will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant/teacher (or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. | <p>All children in school receive this.</p> <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEND support, which means they have been identified by the class teacher as needing some extra support in school. This is part of the graduated response starts at a whole school level.</p> |

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| | | <p>Teachers are continually assessing, planning, implementing and reviewing their approach to teaching to ensure progress.</p> |
| <p><u>Outside Agency Support</u> If your child has been identified as needing additional support for example; specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support. Within the SEND Code of Practice this is classed as SEND Support.</p> | <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit ○ A group or individual work with outside professional • The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. • Annual Reviews, including the speech and language therapist, which will always consider the progress your child has made and whether they are ready to return to their Home School. | <p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p> |
| <p><u>Education, Health and Care</u></p> | <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory | <p>Children whose learning needs are:</p> |

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| <p>Plan (EHCP). A Education, Health and Care Plan (EHCP) application can be submitted if a child is receiving a spend of £6000+ of the notional budget and in terms of hours this is 15 hours of support per week. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 15 hours a week), which cannot be provided from the resources already delegated to the school.</p> | <p>assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.</p> <ul style="list-style-type: none"> • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will invite a representative from school to a panel meeting to discuss the reasons for the request and to evidence further the graduated response. • The panel will then decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will arrange a moving forward meeting and ask the school to continue with the support at SEND Support level. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will arrange a moving forward meeting in which professionals and parents will attend to discuss the reasons as to why the plan has not been accepted and ways to move forward at SEND support. • If an EHCP is granted your child may have a specific amount of money allocated to them this is referred to as 'banding'. More information regarding this can be found on the Telford and Wrekin SEND Local offer. It will also have long and short term outcomes planned for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child but this is dependent on need. | <ul style="list-style-type: none"> • Severe, complex and lifelong • A child who has had a spend of £6000+ of the notional budget (In terms of hours it is 15 per week) |
| <p>Inclusive School Forum (ISF) funding</p> | <ul style="list-style-type: none"> • A school led forum providing support and challenge for Telford and Wrekin schools regarding provision and practice for children with Special Educational Needs and Disability (SEND). | <p>Children's whose learning needs require additional funding to support their education through resources</p> |

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| | <p>The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND). It aims to provide an opportunity to network and deliver peer to peer guidance. The focus is, through sharing best practice, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.</p> <ul style="list-style-type: none">• A key function of the forum will be to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan will not be required to access AIF funding.• Forum will meet on the first Tuesday of every month during term time. Where this is not possible, due to a school holiday for example, forum will meet on the first Tuesday of the new term/half term. | and / or staffing. |
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