



Dobwalls Community Primary school SEND information report

Date September 2020

Dobwalls Primary is an inclusive school. All staff are committed to high quality first teaching, being proactive in identifying and providing for the needs of all children in a wholly inclusive environment. All teachers are teachers of children with special educational needs. As such, we adapt a 'whole school approach' that involves all the staff adhering to a model of good practice. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs. We successfully work with children with a range of needs across the four areas of need as stated in the Code of Practice, including:

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

The school will actively seek the involvement of parents/carers in the education of their children as well as outside agencies. The school will also work to ensure that pupils are fully aware of their next steps. Efforts will be taken to involve children in decisions that are taken regarding their education.

Please note that some of our plans have and will be adapted according to the ongoing Covid outbreak and risk assessment changes but also ensuring we meet the needs of all children as far as is reasonable.

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Kathryn Pipe

SEND Governor: Tracey Davey

The 'responsible person' for SEND is Kathryn Pipe (Acting headteacher)

The person co-ordinating the day-to-day provision of education for pupils with special educational needs is Kathryn Pipe (SENDCO).

Contact details: secretary@dobwalls.cornwall.sch.uk Telephone: 01579 320527

The levels of support and provision offered by our school (known as wave 1, wave 2, wave 3 provision)

1. Listening to and responding to children and young people

Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one) 	Additional, targeted support and provision for small groups of children (wave two) 	Specialist, individualised support and provision – targeted to meet individual needs (wave three) 
The views and opinions of all pupils are valued. Children voice is heard through: <ul style="list-style-type: none">- school council meetings within our school and across the MAT- learning forums- RSE – One Decision lessons- focus groups- questionnaires	Children with SEND are included in all consultation groups. Views regarding their interests, their strengths and how they feel they can be supported are incorporated into their One Page Profiles.	Individual support is responsive to the views of the child. Pupils' views are an integral part of SEND reviews including individual education plans.

2. Partnership with parents and carers

<p>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</p> 	<p>Additional, targeted support and provision for small groups of children (wave two)</p> 	<p>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</p> 
<p>The school works in partnership with all parents and carers.</p> <p>The parents/carers of all children attend parent/carer evenings.</p> <p>Parents/carers know exactly who to contact if they have any concerns (class emails and Class Dojo shared with parents).</p> <p>Regular school newsletters provide information to parents/carers about developments within school.</p> <p>The school provides annual written reports to parents/carers.</p> <p>Parents/carers representatives sit on the school's governing board.</p> <p>All parents/carers are welcome to participate in the school's PTA.</p>	<p>Those parents/carers that have children on the School Support are invited to share their expertise regarding their children through termly meetings with the class teacher to discuss their child's IEP.</p> <p>Social and Emotional Lead in School to work directly with parents/carers, giving support and advice.</p> <p>All documentation is presented in a format that is accessible to individual parents.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all SEND meetings and reviews.</p> <p>Outside agencies can book appointments to see pupils and their parent/carers in the school setting, e.g. the Speech and Language Therapist or the School Nurse.</p> <p>Children have an individual education plan in place which has SMART targets- reviewed termly with teacher, parents and child.</p>

3. The curriculum

Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one) 	Additional, targeted support and provision for small groups of children (wave two) 	Specialist, individualised support and provision – targeted to meet individual needs (wave three) 
<p>The curriculum is designed to ensure the inclusion of all children.</p> <p>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Outdoor learning is utilised to best effect for all age groups – weekly sessions led by Mr Jones across the school.</p> <p>Assessments completed within school (whole school ongoing data tracking as well as individual dyslexia testing as needed and whole class TIS assessments) are used to identify students who need specific interventions.</p> <p>Knowledge organisers are used to support all children – supports long term retention of learning as well as making the knowledge required to be learnt explicit to staff, children and parents.</p>	<p>Intervention packages are bespoke and needs led including RWI catch up, Trugs for Reading and more as identified</p> <p>The progress of students taking part in intervention groups is measured on a regular basis.</p> <p>The intervention packages are adapted in light of student progress.</p> <p>Small group intervention work predominantly takes place within the child’s classroom and is tailored to the curriculum area the whole class is learning.</p> <p>Class teachers plan specific group work as needed for children.</p> <p>A whole school catch-up reading scheme (Read Write Inc and Fresh Start) is carried out between year groups.</p>	<p>If eligible, children may receive extra examination arrangements – scribing or additional time.</p> <p>In exceptional circumstances, pupils may be exempt from some assessments or tasks. This must be agreed by all involved and may require supportive documentation.</p> <p>Advice sought from outside professionals to ensure the curriculum meets the pupil’s needs.</p>

4. Teaching and learning

<p>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</p> 	<p>Additional, targeted support and provision for small groups of children (wave two)</p> 	<p>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</p> 
<p>Differentiated teaching and outcomes are used to ensure the progress of all children.</p> <p>Lessons are designed to include a range of learning opportunities.</p> <p>If applicable Learning Objectives are displayed and discussed. Differentiated Success Criteria are also used.</p> <p>Children are given regular feedback in a range of ways to ensure progress is monitored and teaching is adapted according to gaps identified.</p> <p>Alternative ways of recording children’s work are encouraged.</p> <p>Independent children learning is supported by the use of technology, for example: laptops, ipads</p> <p>Online learning programmes personalised and used including Mathletics, Times Table Rock Stars</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that children with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keeping children on task. <p>If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher.</p> <p>Use of targeted online learning resources e.g. Nessy to support progress in identified areas</p>	<p>Personalised and highly differentiated work is provided, where appropriate, enabling independent learning.</p> <p>One-to-one support is in place for children who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</p> <p>Outreach and staff training from specialist organisations is requested for advice on teaching and learning.</p> <p>Children have an individual education plan in place which has SMART targets- reviewed termly with teacher, parents and child.</p>

5. Self-help skills and independence

<p>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</p> 	<p>Additional, targeted support and provision for small groups of children (wave two)</p> 	<p>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</p> 
<p>Classrooms are set-up with working-walls or information stations where children can access key information, examples of work or topic related vocabulary.</p> <p>Talking partners are regularly used to prompt independence and self-help</p> <p>There is a whole school approach to learning behaviours through SECRET Skills which encourages children to be reflective, independent learners. This links with the encouragement of a ‘growth mind-set’ which enables children to have a positive attitude to learning and a consistent ‘have a go’ outlook.</p> <p>We encourage children to use the 5 B’s as a self-help strategy (brain, book, box, buddy, boss)</p> <p>The schools Diamond Rules and ethos develops and encourages independence</p> <p>Children manage own stationery resources to promote self-organisation</p>	<p>Where teaching assistants are in the classroom, they facilitate independence.</p> <p>Children have personalised equipment to help them to learn, such as talking tins, overlays, word banks, board-slopes, timers, motivational reward charts.</p> <p>Pupils have access to :</p> <ul style="list-style-type: none"> - visual timetables - One Page Profiles - task cards/task management - time out cards <p>Social skills groups are run through both Key Stages.</p> <p>Those children on the School Support Register are encouraged, where needed, to share their views about how they can be supported through the One Page Profile system.</p>	<p>External agencies are employed to work with children who need specialist support. All staff endeavour to incorporate any advice given by external agencies into whole-school practice.</p> <p>TIS Practitioners work 1:1 with children to provide support – use of programmes such as ELSA.</p>

6. Health, wellbeing and emotional support

<p>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</p> 	<p>Additional, targeted support and provision for small groups of children (wave two)</p> 	<p>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</p> 
<p>RSE/One Decision lessons include all pupils and are tailored to the specific class needs.</p> <p>There is a named member of staff who coordinates provision for pupils with wellbeing, emotional, physical and mental health needs.</p> <p>Children’s issues are dealt with by trained staff, as they arise.</p> <p>Risk assessments are made to ensure the health and wellbeing of all children.</p> <p>Wild Tribe Sessions focus on developing SECRET Skills to support in developing well-being.</p> <p>All classes complete TIS screening on a termly basis which is then analysed and whole class TIS planned according to the needs of the class.</p>	<p>A base is available for vulnerable students to take ‘time out’ and find support during lesson and break-times. This base is child friendly and a TIS trained adult is available to offer personalised support – in agreement with parents</p> <p>Specific members of staff are available and assigned for classes during lunchtimes.</p> <p>Art therapy, Lego Therapy and Social-skills groups run on a weekly basis.</p> <p>Transition plans and extra visits are put in place for those children transferring from nursery to reception and from KS2 to KS3.</p>	<p>Care Plan for specific children are created in collaboration with the School Nurse.</p> <p>Additional support for children can be requested from the Early Help Hub.</p> <p>Arrangements made to ensure all children can participate in after-school sporting clubs. Every effort will also be taken to ensure that all children can access school trips.</p>

7. Social Interaction opportunities

<p>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</p> 	<p>Additional, targeted support and provision for small groups of children (wave two)</p> 	<p>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</p> 
<p>All children have opportunities for social interaction, regardless of need. Regular break times supervised ensures children have social interaction time. Increased playtime activities/resources supports and develops interaction.</p> <p>All children are invited on trips and Visits and to partake in after-school clubs and lunch time clubs.</p> <p>Cross-class sports teams take part in competitions.</p> <p>Learning forum assemblies enable cross-class interaction.</p> <p>Cross-class learning is actively encouraged within the school.</p> <p>Whole School Focus days where Key Stages are mixed encourage social interaction across year groups.</p>	<p>Autism Champion ensures social interaction opportunities for children with autism through weekly social skills workshops.</p> <p>Autism Champion will also monitor less structured times such as break and lunch time to ensure that children are comfortable in these situations. There is a variety of lunch time clubs and an indoor room available to children at this time.</p>	<p>Additional funding is put in place so that children can be individually supported by TAs to enable their attendance at school clubs.</p> <p>Social stories used with individual children to address specific needs.</p> <p>Advice sought from external professionals e.g. White Gold, Early Help Hub,</p>

8. The physical environment (accessibility, safety and positive learning environment).

Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one) 	Additional, targeted support and provision for small groups of children (wave two) 	Specialist, individualised support and provision – targeted to meet individual needs (wave three) 
<p>All areas of the school are accessible to everyone including those pupils with SEND.</p> <p>All classrooms and learning environments have wheel chair access.</p> <p>Children feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. Children are given regular RSE/One Decision lessons to reflect on the school rules and are encouraged to voice any concerns.</p> <p>There is a named child protection officer, Designated Safeguarding Officer (and deputy) and a named Child in Care teacher.</p> <p>All areas of the school are uplifting, positive and support learning whilst also promoting a calming environment. Child-friendly posters are displayed so that children are aware of the trained TIS practitioners and safeguarding officers.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment – Class Dojo, class behaviour chart. The rewards and sanctions system is robust, consistent and</p>	<p>A base for vulnerable children offers a quiet and supervised area for those who are unable to cope in less structured environments.</p> <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adapted PE equipment available.</p> <p>Some toilets adapted by height.</p>	<p>Specialist equipment in practical lessons enables disabled students to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> <p>A sensory range of materials is being developed to support children with additional sensory needs.</p> <p>Advice sought from the physical needs support service.</p>

displayed around the school.

9. Transition from year to year and setting to setting

<p>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</p> 	<p>Additional, targeted support and provision for small groups of children (wave two)</p> 	<p>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</p> 
<p>There are strong links with feeder secondary schools and nursery schools. Pastoral leaders identify students who may need extra support at transition from KS2 to KS3.</p> <p>Children visit secondary school of choice.</p> <p>School visits and 'learning together' sessions in school with parents/carers ensure that the transition from nursery to reception is effective. A gradual transition into school at the beginning of the term supports the children to settle. Improved use of Tapestry, the school website to promote links e.g. including recorded stories by staff to build relationships with new children. Individual telephone contact in the term before they start school.</p>	<p>Two-week summer-school placement during term time to local secondary school for those children who are considered to benefit from this experience.</p> <p>Children identified as possibly struggling with transition have many additional visits in small groups.</p> <p>Increasing use of electronic measures to support transition including videos, online assemblies.</p>	<p>One page profiles, detailing the children's views and specific requirements are shared with the secondary school's SENDCO or new teacher when there is an internal transition from year to year.</p> <p>Secondary school SENDCO attends year 6 annual statement reviews (and earlier if the parent requests).</p> <p>1:1 planned visits as needed.</p>

10. The SEND qualifications of, and SEND training attended by, our staff

<p>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</p> 	<p>Additional, targeted support and provision for small groups of children (wave two)</p> 	<p>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</p> 
<p>Read, Write, Inc Training for all staff.</p> <p>First Aid training.</p> <p>Dyslexia Awareness Training (2020)</p> <p>Autism Awareness Training (2020)</p>	<p>SENDCO regularly attending various training and networking events.</p> <p>TIS practitioner attends regular updates for TIS and ELSA.</p> <p>Deaf Awareness Training</p>	<ul style="list-style-type: none"> - SENDCO has National Award for SEN Diploma Qualification in 2012. - Trained TIS practitioners - Trained Autism Champion – regular visits to other schools to share good practice - Speech and language trained TAs - Hearing support training - Epi Pen training - Dyslexia training - Liaison with Educational Psychologist - Bereavement training

11. Services and organisations that we work with:

Initial advice is sought primarily through the Early Help Hub.

Early Help Hub: 01872 322277

earlyhelphub@cornwall.gov.uk

www.cornwall.gov.uk/earlyhelphub

This provides links to a range of professionals including the School nurse,

Other services we access: Cognition and Learning Team, Physical and Medical Needs Team, Education Psychologist, Hearing Support Team,

Penhaligon Friends	Supports families and children during bereavement.	01209 210624
Audiologist	SENCO and Teachers can access audiology professionals for a hearing test.	01872 254905 School Screening Service RCH Treliske
Anti-Bullying Cornwall	Working to make things better for anyone affected by bullying, providing help and support	01872 222447
Dreadnought	A registered charity working with children and young people aged between 7-19 who are experiencing difficulties in their lives – be it emotional, physical or behavioural.	01209 218764 team@dreadnought.co.uk
Social Care	Children or families can be referred to Social Care who offer practical support at home.	0300 1234101
Vision Support Service	Providing specialist support to children, families and schools with children who are blind or partially sighted.	Helen Phatakari 01579 341335
Special Education Needs Information and Advice Support Service (SENDIASS)	This is confidential, impartial free advice, support and training for children with special education needs and or disabilities.(age 0-25)	01736 751921

12. Pupil progress

All parents/carers with children on the School Support will have termly meetings with the class teacher. These meetings will ensure that there is an in depth assessment of the child's needs. SMART targets will be set with the parents/carers so that progress can be reviewed against specific, measurable, achievable, realistic and time based outcomes. Provision to meet those needs will be agreed between the teacher, SENDCO, parents/carers and the child. Once the personalised support is put in place, there will be regular monitoring of its effectiveness by the class teacher. The next meeting will enable parents/carers to review the plan and make changes to ensure that there is progress towards meeting the needs of the child.

13. Evaluating success

This report is kept under regular review. Evidence will be gathered regarding: staff awareness of individual pupil need, success of the early identification process at an early stage, academic progress of pupils with special educational needs through regular tracking of assessments and data, pupil attendance and number of exclusions, consultation with parents and pupil's awareness of their progress.

14. If you wish to complain

Anyone wishing to complain with regard to SEND support and provision should contact the Acting Head teacher, Kathryn Pipe or Chair of Governors, Tamsin Hannah.

This year we received 0 complaints with regard to SEND support and provision.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:
<http://cornwall.childrensservicedirectory.org.uk>

1 How do people in school know if a pupil needs extra help?

All teachers monitor and track the attainment of pupils and will inform parents if extra support is required. Teaching assistants and teachers are trained to proactively monitor progress and raise any concerns at an early stage so that all children can access the curriculum. All children receive TIS workshops and TIS practitioners will undertake termly reviews to identify children who might require additional support.

2. What should I do if I think my child may have special educational needs?

Discuss your concerns with the class teacher in the first instance who will be able to direct you to the appropriate support, undertake observations and put in place the provision that might be required.

3. Who is responsible for the progress and success of my child in school?

All staff are responsible for the progress and success of children in school. However, it is vital that parents/carers support their child at home based on the advice provided by the school.

4. How is the curriculum matched to my child's needs?

Teachers are required to ensure that all children can access the curriculum. This could be for example through: personalised resources, additional support from an adult and/or interventions.

5. What support is there for my child's overall well-being?

Trained TIS practitioners will provide personalised support. Teachers will also undertake regular monitoring and raise any concerns immediately.

6. How do I know that my child is safe in school?

We have a zero tolerance anti-bullying policy (please see information section of website). Our safeguarding policy ensures that designated safeguarding officers are immediately made aware of any concerns raised so that children's safety is paramount.