Dunnington C of E Primary School

Further information about SEND

Our School

Our School Vision

At Dunnington C of E Primary School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development. The most up to date SEND information report can be found in the SEND section of the school website along with our school's SEND policy.



Meet our SENDCO



The SENDCO is Mrs Charlotte McGrath.

If you would like to contact her, please call school on **01789 772200** or email:

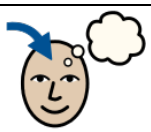
mcgrath.c2@welearn365.com



Special Educational Needs

At Dunnington Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

What are special educational needs?

SEND stands for Special Educational Needs and Disabilities and describes learning difficulties or disabilities that mean your child will need more support than other children of their age. When your child is at school, they might be placed onto the school's SEND register. This means the school has recognised that your child might have some barriers to learning and these need to be addressed as soon as possible in order to give your child every chance to make progress. Children and young people can go on and off the SEND register based on their current needs and progress.

SEND is divided into four different areas, depending on the type of need:

Cognition and Learning	This includes difficulties related to having Autistic Spectrum Condition (ASC), such as difficulty understanding and using verbal or non-verbal communication and understanding social interaction. It also includes speech, language and communication needs (SLCN), which covers areas such as the production of speech, understanding what is being said to them or difficulties saying what they want to say.
Communication and Interaction	This includes difficulties with literacy and numeracy, meaning they will need support accessing the rest of the curriculum. Their levels of attainment might be well below those of other children their age.
Social, Emotional and Mental Health	This includes any children with social and emotional difficulties, such as being withdrawn or isolated or children who might display disruptive or challenging behaviour. This category also includes mental health difficulties, such as anxiety, depression or eating disorders, along with disorders such as ADHD or attachment disorder.
Sensory and Physical	This includes children with hearing or vision loss or a combination of both. It also includes children with sensory processing difficulties or a physical disability.

What can you do to help?

Helping your child to make progress is a partnership between home and school. The Government have given school clear guidelines on how this help is given; the document is called 'The Code of Practice' (2015).

Several people at school may be involved in supporting your child, including outside agencies.

The class teacher – is the first and main link.
The SENDCO – Mrs McGrath.
The Headteacher – Mrs Gamble.
SEND Governor – Danny Evans.

The Headteacher, Monica Gamble, has overall responsibility for making sure that any special educational needs are identified and that appropriate provision is put in place.

What are the signs?	Parents should always inform school of any interventions that the child may have received, for example – Speech and Language therapy. We also need to be made aware of any physical difficulties your child has experienced before they enter school, so the appropriate support can be agreed or arranged. Early signs of the difficulties should be discussed with the Class teacher at the earliest opportunity. After your child has settled into their class, it may be that the teacher becomes more aware that there are some areas they are having difficulty with. This is the most important time for the teacher and parents to have an initial meeting to discuss said concerns. Please do not leave a concern until it becomes a problem.
What happens next?	An initial concern will be identified by the Class teacher and/or parents. The Class teacher will meet with the parents and inform the SENDCO. From the initial discussion, it will be decided how the child can be most effectively supported in school. Generally at this time, the child will be registered as receiving further support of some kind. Often the child's needs will be met by providing additional support in class through differentiated work or following specific learning targets outlined in an IPM (Individual Provision Map). The IPM sets out small achievable steps specific to the child's needs. Every term, these targets will be reviewed by the class teacher and new targets will be set. These are always shared with parents during IPM review meetings. After the meeting, there are different possibilities that can occur: • No more support is needed, the child is back on track and the interventions have been successful. The child will continue to be closely monitored. • Support should continue at the current level. • The child is still having difficulties even with the additional support. More specific help and potential outside agency involvement is required. This means moving the child onto the next stage. At this next stage, support from outside school will be sought to identify in more detail a child's specific needs. More specific strategies will be given through a revised IPM. The class teacher and if appropriate Mrs McGrath (SENDCO) will meet with the parents to discuss their child's needs, any additional support and listen to any questions they may have. Termly review meetings may need to take place involving parents, relevant teaching staff and outside agencies to give an overall view of the child's progress and difficulties. Most children will remain at this stage and successfully meet the small individual targets that have been set. The final stage in the Code of Practice is very rarely reached, as very few children need to receive this level of support. It is also necessary if parents are considering a placement in a specialist school in the future. At this stage a parent may request an EHCP (Educational Health Care Plan). This is issued by Warwickshire Local Authority after gathered information from various SEND professionals. This is a statutory document and there is a formal procedure to

	follow which involves holding an annual review and updating the plan periodically in line with the child's development.
 **Communicating your concerns**	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office. Emma Daniell – Chair of Governors Danny Evans – SEND Governor
 **Warwickshire Local Offer**	The Warwickshire Local Authority Local Offer can be found at: https://www.warwickshire.gov.uk/send

SENDAR	01926 742013
Compass School Health	033002 45204
Speech and Language	01926 400001
Shakespeare's Hospice Bereavement support	01789 266852
Specialist Teacher Support	01926 476600
Lifespace	01789 297400
Parenting Project	01789 264741
CAMHS/Rise	0300 2002021
IDS (Integrated Disability Service)	01926 413737
Educational Psychologist Service	01926 742921

Further information	If you would like any further information relating to SEND at Dunnington C of E Primary school, then please email either Mrs McGrath or contact the school office. mcgrath.c2@welearn365.com **(School SENDCo)** admin5203@we-learn.com **(School office)** Dunnington Church of England Primary School Dunnington Alcester Warwickshire B49 5NT Telephone: 01789 772200