

Dunmore Primary School - SEN Information Report: September 2024

These pages set out information about our provision for children and young people with special educational needs (SEN).

About our school

Dunmore Primary School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school catering for up to 490 children with 18% of those with special needs.

The person who co-ordinates special needs in the school is called a SENDCo and her name is Sarah Smith. She can be contacted in the normal way via the school office.

Our SEN policy and other key policies can be found on our website.

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'. The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young

people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this: by termly meetings, in line with parent evening meetings, using home/school diary, scheduled phone calls etc

We have termly SEN coffee mornings which provide drop in sessions for parents to meet and talk to the schools well-being team and to each other to offer peer support where needed.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in our relevant policies.

We have nurture groups across the school. We use a range of intervention programmes to support the development of language and literacy skills.

What expertise can we offer?

Our SENDCo has several years of experience in working with children who have SEN. All staff have basic awareness level training in teaching pupils with SEN. We have staff who have received enhanced training in certain areas. There are also members of staff who have trained at a specialist level. Many teaching assistants are trained to support the particular needs of the children they work with.

We also have access to a range of specialist support services including:

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through a range of Teacher assessments, tests, focussed work, observations and discussions.

In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is through governor meetings and the SEN Governor and SENDCo having regular monitoring meetings.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives.

We listen to the views of children/young people with SEN by gathering their views by using an all about me, communication passport or in person during review meetings.

We take bullying very seriously. How we help to prevent bullying of children/young people with SEN is outlined in our behaviour policy.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we will meet with parents and children, gather information from previous schools and agencies and where possible ensure the correct level of support is put in place as soon as practicable.

We begin to prepare young people for transition into the next stage of their education by extra visits, meeting relevant adults, taking photos and making books of the new environment, completing transition books and ensuring all relevant information about the children is passed on to the future educators.

Who to contact

If you are concerned about your child then the first port of call will always be your child's teacher.

If you'd like to feedback, including compliments and complaints about SEN provision please contact the school office. We aim to respond to any complaints promptly.

If you'd like impartial advice from SENDIASS contact

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.