

Dorchester Primary School – Hull

School/Setting statement:

At Dorchester Primary School we aim to provide 'Quality First Teaching' for all pupils. We ensure that our pupils with additional needs are supported through highly structured teaching and learning approaches and they are given the highest quality teaching. Pupils are fully included in all aspects of school life and thrive within the school. We believe that all pupils can reach their full potential through structured teaching and learning opportunities and quality first teaching.

School Information:

Do you have a specialist designated unit/ additional learning support department? Yes

Total number of pupils with special educational needs and disabilities: 76

Total number of pupils with an EHCP/ Statement of Need: 16

Broad areas of need that are supported

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical Needs

Please describe the areas of support and experiences you currently offer to meet needs of children and young people with SEND:

Throughout the school children are supported from daily 'quality first teaching' within their age appropriate year groups.

For children identified as having specific and profound additional needs they have access to our inclusive classroom

named 'The Hive'. All classes have timetabled support from highly skilled Achievement Support Assistants to ensure pupils are provided with support at the point of contact and as and when needed throughout the school day. The achievement support assistants are trained to deliver specific interventions of support in Literacy, Numeracy, Social Communication, Nurture and well-being. Each intervention is highly structured to maximise impact and measure outcomes for each child. All support is overseen by the SENDCO Mrs Deborah Leck. We are supported by many additional services and have programmes in place for Speech and Language by N.E.W. Options speech and language therapists, Educational Psychology involvement by Applied Psychologies School Councillors service by Mr M Williams and local service involvement from IPASS, Physiotherapist, Occupational therapists, and NHS speech and language therapists.

The speech and language therapists work directly with pupils and provide training for the teachers and ASA's delivering the speech intervention programmes. Pupils with social emotional and mental health difficulties are supported from the Emotional Well-being worker Mrs A Gasparelli and Mrs D Boothby in which they work with the children to provide daily check-in's, friendship groups, lego therapy groups, nurture groups and one to one therapy support. Pupils with specific physical difficulties are supported by set programmes from IPASS and the school ensures such programmes are followed and liaised with physiotherapists and occupational therapists which are key to providing the correct support.

The SENDCO oversees the programmes and ensures that staff working directly with pupils are fully trained and that training is updated yearly, or when needed. Pupils with specific communication and interaction difficulties (Autism, Asperger's, Global Delay and Down Syndrome) are supported by the school's speech and language therapist, outreach team from Northcott and Tweendykes special school and are taught within the inclusive classroom of 'The Hive'. Support is sought regularly with weekly support from Tweendykes special school to ensure we meet the needs of our children with complex additional needs. The SENDCO meets with the outreach team every half term/ term to plan targeted support for individual pupils.

The aims of our SEND policy and practice are to:

Provide pupils with special educational needs and disability with individualised programmes of support to ensure they make the best possible progress from their starting point. To provide quality first teaching with targeted in class support with individualised learning targets that aim to provide next steps in learning.

<p>What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?</p>	<ul style="list-style-type: none"> ● SEND Policy ● Accessibility and Disability Policy ● Accessibility Plan
<p>How will you evaluate the effectiveness of your provision for these pupils?</p>	<ul style="list-style-type: none"> ● Termly progress meetings – all teachers are involved and review the progress and next steps for each learner. ● Annual Reviews for pupils with Educational Health and Care Plan/Statements of Need ● Termly discussions with SENDCO – looking at targets, steps achieved and next steps in learning to take place ● Concerns documented – staff collate information showing areas of concern, strengths used, changes to routines/timetables and provision ● Termly parents meetings to discuss support plans, concerns, targets and progress. These meetings ensure that the parents are full involved in pupils learning and next steps.
<p>What is your approach to teaching these pupils?</p>	<ul style="list-style-type: none"> ● Pupils have access to ‘Quality first teaching’ ● Pupils are given a support plan that aims to close the gaps in basic skills for Literacy, Reading and Maths development as well as personalised targets linked to their individual needs. ● Teachers, ASA’s and SENDCO work in partnership to update Support plans and set the child’s next steps on their learning journey. ● All pupils are supported each week to work on their individual support plans and complete specific learning programmes. ● Children who have access to the inclusive provision of ‘The Hive’ have bespoke learning plans that support individual learning.

	<ul style="list-style-type: none"> • Children with emotional mental health needs are supported through our nurture and DEN provision which supports confidence, self-esteem and life skills
<p>How will you adapt the curriculum and learning environment for these pupils?</p>	<ul style="list-style-type: none"> • The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture or classroom environment. • Pupils with dyslexia or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays, as needed through a visual stress assessment and away from environmental distractions (e.g. light from a window, seating position) All children with identified Dyslexia will also follow a daily support programme using one of the following schemes – toe by toe, beat dyslexia, precision teaching or phonological awareness programme. • Pupils with ASD will be provided with a quiet learning space for 1:1 learning activities. This maybe within the classroom or within our inclusive classroom to avoid environmental disruptions and provide a quiet space for working. • Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities. • Access to and from the school and classroom is reviewed yearly by IPASS – access is adapted when and where needed. • At times some children may require additional support from the schools ‘Emotional well-being workers’ Children needing this specialised support will be given a personalised plan and have regular check-in’s and time to talk about their feelings/behaviour and personalised situations.
<p>What training is available to staff supporting children and young people</p>	<ul style="list-style-type: none"> • Reading and Mathematical intervention training is given to all ASA’s working with a specialist programme of support. Monitoring of this support is done as part of the schools appraisal cycle. ASA’s liaise with the SENDCO to ensure information sharing is key to pupils success and achievement.

with SEND?	<ul style="list-style-type: none"> • All teaching staff are trained on an annual basis with key messages, changes in SEND law and policy. • SENDCO attends the termly and annual SEND training and disseminates information to teaching staff and the SEND team. • ASA's working with ASD pupils are given termly training from the speech and language services looking at the use of PECS and social communication programmes. Training is continuous and changes over time as the pupils develop. • ASA's are provided half termly whole school training as part of the school professional development programme – this training is based around whole school issues but is transferable to all groups of learners.
What specialist services and expertise are available or accessed to support these pupils?	<p>Services Include:</p> <p>Educational Psychologist Service (Private) – Applied Psychologies</p> <p>Tweendykes Special School support</p> <p>Northcott Outreach Support</p> <p>Speech and Language Therapist Service (Private) – N.E.W. Options</p> <p>NHS Speech and Language therapist service</p> <p>IPASS – Integrated Physical and Sensory service</p> <p>Whitehouse/Bridgeview Outreach Support</p> <p>Physiotherapy service</p> <p>Occupational Therapy Service</p> <p>KIDS – Parent Partnership</p> <p>School Nursing Team</p> <p>Health Visitors</p> <p>Portage Service</p>
What activities are	<ul style="list-style-type: none"> • Pupils are fully integrated into school life and are able and encouraged to attend any

<p>available for these pupils, outside of the classroom?</p>	<p>of our school or extra-curricular clubs</p> <ul style="list-style-type: none"> ● Life Skills Lessons ● D.E.N.(Develop, encourage and nurture) sessions based on developing confidence, self-esteem, communication and friendship. ●
<p>How will we prepare and support these pupils when transferring to a new school?</p>	<ul style="list-style-type: none"> ● Parents, teachers and pupils are invited to attend transition meetings ● Teachers meet to transfer important information ● Transition to new classes will be in a time frame that is suitable for each child's needs ● Secondary transfer support for children in Year 6 ● Transition books between each year group, each school for children with ASD, Global delay and emotional well-being needs
<p>How will parents/carers be involved in discussions about and planning for their child's education?</p>	<ul style="list-style-type: none"> ● Termly meetings with SEND team to look at progress, concerns, targets and next steps. ● Pupil one page profiles are used to gather information about pupils, parents, support and medical needs ● Support plans are discussed with pupils and parents as part of our termly meetings ● Information evening with parents when requested ● Person centred planning meetings to complete plans, annual reviews and significant changes in a child's needs.
<p>How will children/young people be involved in discussions about and planning for</p>	<ul style="list-style-type: none"> ● Termly parent/child meetings – meeting with SEND team and conversations around pupil progress, achievements and next steps ● Pupil one page profiles are reviewed ● Support plan targets are discussed with the children ● Discussions with the child on wishes and feelings prior to person centred planning

their own education?	meetings
Special Educational Needs or Disabilities contact details: SENDCo	SENDCO - Mrs Deborah Leck dleck@dorchester.hull.sch.uk
Headteacher	Headteacher – Mrs Gabriella Olsson head@dorchester.hull.sch.uk
SEND Governor	Governor – Ms Anita Hoy