



## Information Report 2023 2024

Please refer to the outcomes of your Send Review in the appropriate sections of this report.

<p>Key Findings from the SEND Review (see body of the report for the actions to meet the outcomes)</p>	<p style="text-align: center;"><b><u>Strengths of SEND (following the SEND Review)</u></b></p> <p><b>The Quality of SEND provision</b></p> <ul style="list-style-type: none"> <li>• The LSAT, educational psychologist, sensory inclusion service, Inclusive Schools Forum and Haughton Outreach have all been utilised in providing support and advice for staff and students. The school are very welcoming of advice and are eager to continue upskilling themselves in meeting the needs of children with SEND.</li> <li>• The school recognises the importance of early intervention and is targeting their nurture provision to Key Stage One children in September.</li> <li>• From observations and discussions with stakeholders it is clear that the school “structures provision around the child and their voice” and values their whole development and not just their academic progress. The school prioritises the wellbeing of its pupils and recognises the importance of developing emotional regulation skills as a foundational skill to success and progress.</li> </ul>
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### **Monitoring, tracking and evaluation**

- Children on the SEND register have APDRs with SMART targets set and reviewed termly by the SENDco in collaboration with teachers, pupils and parents.
- The SENDco has established excellent relationships with parents and teachers and has a good understanding of the students on the SEND register across school and the progress they are making.

### **Working with pupils and parents/carers of pupils with SEND**

- Parents of children with SEND spoke very highly of the communication from school, in particular the SENDco. They described the support they had received from school as "amazing", "fantastic" and "life changing".
- Both parents felt that the school SENDco went above and beyond in the support he had provided them and that they could see fantastic progress from their children within the past 6 months.
- Pupils with SEND described the teachers as very understanding and that their support staff helped them in lessons. One student also shared communication cards which he had made to support himself in lessons.
- It is clear that school have high expectations for their students with SEND as pupils were very proud of their work and had lots of work that they wanted to share and discuss. When sharing their work, students were clear on what they had been learning in the lesson and reflected on what they had achieved.

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#### **Leadership of SEND**

- Senior leadership and the SENDco were very welcoming of feedback and expressed that the advice from the SEND review would be informing their SEND development plan. They expressed a strong commitment to SEND and their school ethos of "everyone welcome, everyone belongs". All members of SLT were clear on their roles and responsibilities towards SEND and its importance within the school.
- The current SENDco was appointed in April 2022 and has been supported greatly in the role through mentoring and weekly meetings with the Deputy Headteacher (former SENDco). The SENDco has demonstrated his commitment to the role through pursuing the NASENDco Award and also attending local SENDco network meetings which he says have been particularly useful to his role.
- The school governor is very experienced in SEND and this was evident in her understanding of the school's SEND picture, including understanding the needs of the students, the provision in place and the areas of development for the school. She expressed a desire to carry out further learning walks with a focus on the use of adult support.
- SLT expressed that they have worked hard to establish a staff culture which is "open, honest and supportive" and ensure that they take the time to gather opinions from staff as well as time to share practice in a collaborative way. They discussed the positive impact of this as staff will now seek out conversations with SLT proactively.

	<ul style="list-style-type: none"> <li>The SENDco has also established trusting and collaborative relationships with staff in school and teachers expressed that they feel very comfortable in speaking directly to him about any concerns they may have and feel very supported.</li> </ul> <table border="1" data-bbox="595 392 1832 711"> <tr> <td data-bbox="595 392 1832 451" style="text-align: center;"><b>Next Steps for SEND Provision</b></td> </tr> <tr> <td data-bbox="595 451 1832 539">To develop whole school and personalised approaches to supporting, monitoring and analysing behaviour and emotional regulation.</td> </tr> <tr> <td data-bbox="595 539 1832 627">To develop a system for monitoring and tracking progress of students in all interventions across school.</td> </tr> <tr> <td data-bbox="595 627 1832 711">To develop a whole school approach to sharing APDR targets with students (e.g. visuals) and giving regular daily verbal praise and feedback related to these.</td> </tr> </table>	<b>Next Steps for SEND Provision</b>	To develop whole school and personalised approaches to supporting, monitoring and analysing behaviour and emotional regulation.	To develop a system for monitoring and tracking progress of students in all interventions across school.	To develop a whole school approach to sharing APDR targets with students (e.g. visuals) and giving regular daily verbal praise and feedback related to these.
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<p>What types of SEND do we provide for?</p>	<p>We currently provide additional and/or different provision for a range of needs.</p> <ul style="list-style-type: none"> <li>Communication and interaction, for example, ASC, speech, language and communication difficulties.</li> <li>Cognition and learning, for example, Specific Learning Difficulties e.g. dyslexia, dyscalculia</li> <li>Moderate/severe/profound and multiple learning difficulties.</li> <li>Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), challenging behaviour, anxiety</li> <li>Sensory and/or physical needs, for example, visual impairments, hearing impairments, multisensory impairment.</li> </ul>				

2022-2023:	<p>School Headline Information</p> <table border="1" data-bbox="595 360 2029 919"> <thead> <tr> <th data-bbox="595 360 913 427">School Name</th> <th data-bbox="918 360 1034 427"></th> <th colspan="3" data-bbox="1039 360 1370 427">Number on roll --- (based on Nov 2022)</th> <th data-bbox="1375 360 1541 427"></th> <th data-bbox="1545 360 1711 427"></th> <th data-bbox="1715 360 1859 427"></th> <th data-bbox="1863 360 2029 427"></th> </tr> <tr> <td data-bbox="595 430 913 459">Dothill Primary School</td> <td data-bbox="918 430 1034 459">330</td> <td colspan="3" data-bbox="1039 430 1370 459">PRIMARY</td> <td data-bbox="1375 430 1541 459"></td> <td data-bbox="1545 430 1711 459"></td> <td data-bbox="1715 430 1859 459"></td> <td data-bbox="1863 430 2029 459"></td> </tr> <tr> <th data-bbox="595 491 913 660">% of primary pupils with:</th> <th data-bbox="918 491 1034 660"></th> <th data-bbox="1039 491 1205 660">School</th> <th data-bbox="1209 491 1375 660">Local (T&amp;W)</th> <th data-bbox="1379 491 1545 660">National</th> <th data-bbox="1550 491 1715 660">Primary Schools T&amp;W</th> <th data-bbox="1720 491 1863 660"></th> <th data-bbox="1868 491 2033 660">Place against local primary schools 1=most</th> </tr> </thead> <tbody> <tr> <td data-bbox="595 663 913 692">SEN Support *</td> <td data-bbox="918 663 1034 692">58</td> <td data-bbox="1039 663 1205 692">17.58%</td> <td data-bbox="1209 663 1375 692">15.04%</td> <td data-bbox="1379 663 1545 692">12.60%</td> <td data-bbox="1550 663 1715 692">15.46%</td> <td data-bbox="1720 663 1863 692"></td> <td data-bbox="1868 663 2033 692">16</td> </tr> <tr> <td data-bbox="595 695 913 724">EHC Plans **</td> <td data-bbox="918 695 1034 724">4</td> <td data-bbox="1039 695 1205 724">1.12%</td> <td data-bbox="1209 695 1375 724">4.10%</td> <td data-bbox="1379 695 1545 724">4.00%</td> <td data-bbox="1550 695 1715 724">1.36%</td> <td data-bbox="1720 695 1863 724"></td> <td data-bbox="1868 695 2033 724">30</td> </tr> <tr> <td data-bbox="595 727 913 756">All SEN</td> <td data-bbox="918 727 1034 756">62</td> <td data-bbox="1039 727 1205 756">18.79%</td> <td data-bbox="1209 727 1375 756">19.14%</td> <td data-bbox="1379 727 1545 756">16.60%</td> <td data-bbox="1550 727 1715 756">16.82%</td> <td data-bbox="1720 727 1863 756"></td> <td data-bbox="1868 727 2033 756"></td> </tr> <tr> <td data-bbox="595 788 913 896">Inclusive School Forum (ISF)</td> <td data-bbox="918 788 1034 896">2</td> <td data-bbox="1039 788 1205 896"></td> <td data-bbox="1209 788 1375 896"></td> <td data-bbox="1379 788 1545 896"></td> <td data-bbox="1550 788 1715 896"></td> <td data-bbox="1720 788 1863 896"></td> <td data-bbox="1868 788 2033 896"></td> </tr> </tbody> </table>	School Name		Number on roll --- (based on Nov 2022)							Dothill Primary School	330	PRIMARY							% of primary pupils with:		School	Local (T&W)	National	Primary Schools T&W		Place against local primary schools 1=most	SEN Support *	58	17.58%	15.04%	12.60%	15.46%		16	EHC Plans **	4	1.12%	4.10%	4.00%	1.36%		30	All SEN	62	18.79%	19.14%	16.60%	16.82%			Inclusive School Forum (ISF)	2						
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How do we identify and assess pupils with SEND?	<p>We assess each pupil's current skills and levels of attainment on entry.</p> <p>Class teachers make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> <li>• is significantly slower than that of their peers starting from the same baseline;</li> <li>• fails to match or better the pupil's previous rate of progress;</li> <li>• fails to close the attainment gap between the pupil and their peers;</li> <li>• is raised as a concern by a parent or carers and;</li> </ul>																																																										

	<ul style="list-style-type: none"> <li>• is a concern raised by the pupil themselves.</li> </ul> <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>The pathway and support provision for children you may be identified to have SEND are clearly reflected in the school SEN policy.</p> <p>All information or queries raised regarding to SEND provision are discussed with the school SENCo:  Mr Matt Johnson  Assistant Head Teacher and SENCo  <a href="mailto:Matt.johnson@taw.org.uk">Matt.johnson@taw.org.uk</a></p>
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<p>What is our approach to teaching pupils with SEND?</p>	<p>Pupils identified as SEN and/or disabilities may require provision that is adapted to meet their needs. At Dothill Primary school subject leaders have worked closely with the SENCo and SLT to develop a curriculum to meet those needs.</p> <p>Quality first teaching is the first step for teaching children with SEND. We recognise that teachers are responsible and accountable for the progress of all the pupils in their class. As a result, for each subject, we have a SEND adaptations sheet to help inform planning a preparation for lessons.</p> <p>When required, to fully adapt our teaching to meet the needs of all children, teachers (in partnership with phase leaders) plan interventions to ensure barriers to learning are reduced. We work closely with outside agencies such as the LSAT, EP team (along with many others), to ensure we are meeting the needs of all children as effectively as possible.</p>
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<p>How do we adapt the learning environment?</p>	<p><i>We will make necessary adaptations to meet pupils' needs, including:</i></p> <ul style="list-style-type: none"> <li>• <i>Adapting the learning environment to meet physical, sensory and/or medical needs of a child</i></li> <li>• <i>Adapting the curriculum and resources to ensure all children have access to a broad curriculum</i></li> <li>• <i>Using recommended aids such as laptops, coloured overlays, larger font etc.</i></li> <li>• <i>Differentiating teaching for example, longer processing times, pre teaching of key concepts and key vocabulary, reading instructions aloud etc.</i></li> </ul>
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<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>Dothill Primary School strives to be inclusive to all and it is our vision that all children have the opportunity to be the best they can. As a result:</p> <ul style="list-style-type: none"> <li>• All extra-curricular activities and school visits are available to all pupils,</li> <li>• All pupils are encouraged to go on residential trip(s).</li> <li>• All pupils are encouraged to take part in sports day/school plays/special workshops etc.</li> <li>• Pupils are not excluded from activities because of their SEND. Some activities may need adaptations. If there are concerns about the participation of a pupil with SEND, schools will complete a risk assessment (involving parents and carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupils' safety and the safety of others (if appropriate).</li> </ul>
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<p>How do we consult pupils and parents of pupils with SEND and involve them in their child's education?</p>	<p><i>When a child is identified as potentially needing special educational provision, a discussion with the parent or carers is always had (along with the pupil where appropriate) to ensure that:</i></p> <ul style="list-style-type: none"> <li>• <i>All stakeholders in the pupil's education have a clear understanding of the pupil's areas of strength and difficulty</i></li> <li>• <i>The parent/carers concerns and ambitions are taken into account</i></li> <li>• <i>Everyone has a clear understanding of the agreed outcomes sought for the pupil</i></li> <li>• <i>Everyone is clear what the next steps are</i></li> </ul> <p><i>Once a child is on the SEN register, termly Asses, Plan, Do, Review cycles are initiated. These involve the parent/carers and child in each step to ensure pupil and parent views are present and clear lines of communication in place to continue working collaboratively.</i></p> <p><i>School have also implemented plans to start a coffee afternoon for academic year 23/24 to ensure parents have regular contact with school regarding SEND support and provision</i></p>
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<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p><i>We follow the graduated approach and the four-part cycle of <b>assess, plan, do, review</b>. Teachers will work with the SENCO to carry out a clear analysis of the pupil's needs.</i></p> <p><b><i>This will draw on:</i></b></p>
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	<ul style="list-style-type: none"> <li>➤ <i>the teacher's assessment and experience of the pupil;</i></li> <li>➤ <i>the pupil's previous progress, attainment and behaviour;</i></li> <li>○ <i>Other teachers' assessments, where relevant:</i></li> <li>➤ <i>the pupil's development in comparison to their peers and national data;</i></li> <li>○ <i>the views and experiences of parents:</i></li> <li>➤ <i>the pupil's own views and;</i></li> <li>➤ <i>advice from external support services.</i></li> </ul> <p><i>We regularly reviews the effectiveness of support and intervention and the progress of pupils.</i></p>
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<p>How do we support pupils moving between phases and in preparing for adulthood?</p>	<p><i>We plan carefully for a good transition between different stages of a pupil's education to help them feel safe and to be able to continue to progress. We will share information with other schools at transition points. We will agree with parents/carers and pupils what information will be shared.</i></p> <p><b><i>Transition will involve a range of activities which could include:</i></b></p> <ul style="list-style-type: none"> <li>➤ <i>preparation for transition, additional visits, for example out of hours to understand the size and geography of the school, during lessons and at break times;</i></li> <li>➤ <i>pupils being accompanied by a named adult as part of the transition arrangements and;</i></li> <li>➤ <i>the SENCO will attend Year 5 and Year 6 annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or have complex needs.</i></li> </ul>
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<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>We strive to ensure all children are supported at Dothill Primary School, including those requiring support with their social and emotional development. We have a passionate and strong nurture team at school who are led by the Deputy Head Teacher, Nikki Harvey. As well as continuous, ongoing nurture provision across the school, we support this further, for example:</p> <ul style="list-style-type: none"> <li>• The teachers will closely monitor the emotional and social development of each pupil using Leuven Scale and Boxall for each pupil.</li> <li>• Any concerns will be discussed with the nurture team, the pupil and their parents.</li> <li>• Where appropriate, the child may receive ELSA support.</li> <li>• Where appropriate, outside agency support will be accessed i.e. the Educational Psychologist.</li> </ul>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p><i>The SENCO will hold the relevant accreditation, or be undertaking the accreditation.</i></p> <ul style="list-style-type: none"> <li>➤ <i>The SENCO is allocated time during the week to manage SEND provision.</i></li> <li>➤ <i>Learning support assistants and higher level teaching assistants have accessed training to deliver SEND provision.</i></li> <li>○ <i>The SENCO regularly attends SENCO Network meetings</i></li> <li>○ <i>Outside agencies are used to deliver in-school training.</i></li> </ul>
<p>How will we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p><i>The SENCO will seek advice or support from outside agencies. External agency support is requested by the SENCO. Outside agencies will then provide support through school observations, assessment of individual pupils, attendance at annual reviews/multi-agency meetings and written reports.</i></p>

<p>How do we secure equipment and facilities to support pupils with SEND?</p>	<p>➤ Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, the school will liaise with the appropriate outside agencies and the Local Authority as appropriate.</p> <ul style="list-style-type: none"> <li>○ When pupils meet the criteria, ISF will be accessed as a source of funding for adult support and equipment such as Assistive Technology.</li> </ul>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>The effectiveness of provision for pupils with SEN is evaluated by the class teacher and SLT:</p> <ul style="list-style-type: none"> <li>➤ reviewing pupils' individual progress towards their goals each term;</li> <li>➤ reviewing the impact of interventions after an agreed number of weeks;</li> <li>➤ using pupil questionnaires;</li> <li>➤ capturing pupil voice by talking with SEND pupils;</li> <li>➤ lesson visits;</li> <li>➤ work sampling;</li> <li>➤ data analysis;</li> <li>➤ monitoring by the SENCO;</li> <li>➤ using provision maps, pupil passports, individual education plans to measure progress towards goals;</li> <li>➤ holding annual reviews for pupils with Education Health Care Plans.</li> </ul>
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>We advise parents/carers about how to make a complaint about SEND provision. The Headteacher will then discuss the complaint with the class teacher and SENCO. If the matter is not fully resolved parents and carers will follow the school's complaints policy.</p>

	<p>➤ <i>The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN and/or disabilities tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:</i></p> <ul style="list-style-type: none"> <li>• <i>Exclusions</i></li> <li>• <i>Provision of education and associated services</i></li> <li>• <i>Making reasonable adjustments, including the provision of auxiliary aids and services</i></li> </ul>
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Where can the LA's Local Offer be found?	<a href="http://www.telfordsend.org.uk">www.telfordsend.org.uk</a>
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<b>Author:</b>	<b>Matt Johnson</b>
<b>Date Agreed:</b>	<b>15<sup>th</sup> November 2023</b>
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<b>Next Review:</b>	<b>November 2024</b>
<b>Approved by:</b>	<b>Dothill Governing Body</b>